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ABSTRACT

This document consists of the twelve consecutive numbers of the newsletter "Women in Education", published during 1998. This newsletter focus on issues concerned with women students, women faculty, and women administrators in higher education. Each issue includes feature articles, news items, and profiles of significant people. Feature articles address the following topics: the media, women's athletics, conflict resolution, feminist scholarship, gender equity goals, women and campus leadership, Hispanic American women in higher education, lesbian faculty, gender politics, affirmative action, marketing women's athletic teams, Title IX of the Higher Education Act, gender pay equity, sexual harassment, women college presidents, networking, women as leaders of campus security forces, the Internet and classroom teaching, court litigation, violence prevention on campus, lesbian administrators, compensation equity for athletic coaches, mentoring at community colleges, teaching leadership skills, measuring faculty productivity, the exploitation of graduate students, women in Catholic higher education, career development, women as chief financial officers, female middle administrators, and women's studies. (DB)

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Mary Dee Wenniger

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

WOMEN® IN HIGHER EDUCATION
JANUARY 1998
Volume 7, No. 1

Respond to Backlash by Controlling Your Media Message

With more women assuming campus leadership jobs, some men feel threatened by their competence and challenged to protect the previously exclusive male domain. Collectively, their reaction is called backlash.

Communicating a positive message in response to backlash is important. Whether you're an administrator or faculty member responding to backlash attacks or initiating a specific message, you can manage how and what you communicate. Lisa Lederer and Gretchen Wright of PR Solutions in Washington DC offered tips for handling the media at the Women's Leadership Conference held in Washington DC in November 1997, sponsored by the American Association of Colleges and Universities.

Basics of media communications

Public relations has an arithmetic all its own: **7 x 1 = 0,** but **3 x 3 = 2**. If someone hears seven messages once, she remembers none. If someone hears three messages three times each, she may remember two of them. With discipline you can communicate up to three messages over the course of a year, issue or project. If you try to say more, your listeners may not hear a thing.

Once you pare down the message, the more places you repeat it, the better. Consider student newspapers, faculty newsletters, alumni magazines or newsletters, university radio or television stations, local daily newspapers, community or alternative newspapers, local radio call-in programs and local radio or television public affairs shows.

As for message length, again less is more. "You can say something brilliant in 20 seconds or you can say something pretty smart in 8 seconds. We're always going to take the eight seconds," they said. Radio and television reporters need sound bites, short complete sentences that can stand on their own. Newspaper and magazine reporters need something simple enough to capture on a notepad, preferably with numbered points. Lederer followed her own advice with three short points:

1. Know what you want to say.
2. Find a way to communicate it that's clear and succinct.
3. Repeat it over and over again and don't let anyone derail you.

Avoid ways women get sidetracked

• **Learn to handle interruptions.** Women get interrupted more often than men. Respond by making your voice louder and deeper: "If I may finish, please..."

• **Turn around rhetorical questions.** Taught to be polite, women believe every question deserves an answer. When an interviewer or audience member asks a pointed but irrelevant question, do you try to explain your position to build understanding through dialog? "They aren't asking to get a better understanding, they're trying to challenge you. It's worded as a question so you'll respond, but it's a rhetorical question," Lederer said.

Lisa Lederer

• **Stay on message.** The forum belongs to you, not to your audience or to the interviewer. Don't let them lead you where you don't want to go. Don't wait for someone to ask the right question; rather, use every opening to restate your central message. Don't get defensive, repeat a negative question or use an adversary's language; your words may come back to haunt you in tomorrow's paper. Turn around a stupid question by using phrases like:

Gretchen Wright

- *"The issue here is not ... The issue is ..."*
- *"No, that's not really accurate, but I can tell you ..."*
- *"I think what we're really getting at here is ..."*

• **Learn when to confront.** Raised to be "nice," women are often reluctant to make their points in a conflict situation. Whether to speak up when something offends your

What's inside this January 1998 issue...

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principles is your choice. An instructor challenged the thinking of a sorority pledge who came to class in a demeaning cow outfit with udders in the crotch. The student said the instructor as a woman should support her right to choose. It became a huge campus controversy. Finally the instructor chose to quit the debate: She had raised the question, but could not be responsible for the outcome.

On the other hand, direct attacks or inaccuracies about you or your school require a response. Controlling the agenda doesn't mean leaving lies unanswered. Evaluate the challenge and its significance. You can probably ignore a single grumbling individual, but it's worth a private phone call to one who's spreading false rumors. Be quick to confront someone who misquotes you to distort your meaning.

If an attack hits the media, you *must* respond. A female professor faced possible dismissal for insensitive behavior toward students with disabilities. She invited journalists to her faculty senate hearing, where she tearfully said it was a personal attack based on her gender. Sympathetic reporters agreed. Because the college unwisely decided not to respond, the story spun out of control for several days. A better way would have been for the college to respond with a statement, guest editorial or letter to the editor declaring the issue was professional rather than personal, and it would be handled according to school policies.

Anticipate issues and situations

Since the same questions often arise each year, you can usually predict them, so you also can plan your answers. Consider crafting one of your three central messages to address the toughest frequent question.

Most first-time questions are predictable too. A female leader was caught off guard when a reporter asked for comments on the male Promise Keepers group on her campus. Had she followed the national news about thousands of Promise Keepers gathering in Washington DC, she'd have expected the question. Broadcast news follows print, and local follows national news. After a headline in *The New York Times* hits the TV evening news, you can expect local media to look for a local angle in a day or two.

Never take an interview cold. When a reporter requests an on-the-spot interview, say you can't talk right now. Arrange a time to call back that lets the reporter meet her deadline. Then think through what she'll ask and how you plan to answer. Prepare a closing line, in case she asks what she's left uncovered. Use the opportunity to repeat your main point.

Work with the university public information officer to prepare stock answers and share them with others on campus who may face the same questions. Meet with the new editors of the campus newspaper in fall, when they're eager to learn, to establish a good working relationship.

Besides planning responses to questions, rehearse anecdotes and personal stories to illustrate your message. Stories engage an audience more than impassioned arguments. If the subject matter is technical, prepare ways to make your points in a language everyone can understand. Avoid jargon and assume no prior knowledge on the part of the audience or interviewer.

By controlling your communications, you stand the best chance to get your message across through the media that filter news to the public.

—SC

PR Solutions offers free resources to help build your skills. Ask for the media training videotape and workbook *Making Diversity News*, being developed at the Ford Foundation Campus Diversity Initiative. And check the Web at http://www.inform.umd.edu/diversityweb to read *Diversity Digest*, which PR Solutions produces with the Association of American Colleges and Universities. PR Solutions, 1420 New York Avenue NW, Suite 650N, Washington DC 20005; (202) 371-1999; e-mail prsol@clark.net

$350,000 Honors Prez of SUNY-New Paltz For Defending Women's Sex Conference

Remember Roger Bowen, president of SUNY-New Paltz, who last month we reported was on the firing line with some irate trustees and the governor of New York for allowing a conference on women's sexuality?

He got a major pat on the back for standing up for women's rights, a $350,000 donation to a new museum on campus. It's "another form of moral support," Bowen told the Associated Press, as reported on *The Chronicle of Higher Education* website on December 15, 1997. "Some people pat you on the back, others give you a check for $350,000."

At the time, Bowen said, "If the university cannot host speakers and conferences of all ideological and philosophical shades, then it will have lost its soul, its very raison d'être." The gift was meant to support Bowen and combat those who are trying to politicize the SUNY system "...to impose their own narrow conservative opinions..." according to the anonymous couple donating it.

For a list of topics at the conference "Revolting Behavior: The Challenges of Women's Sexual Freedom," call program coordinator and assistant sociology professor Susan Lehrer at SUNY-New Paltz (914) 257-2121.

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Settlement Prevents Supreme Court from Hearing Key NJ Affirmative Action Case

Fearing a Supreme Court decision in a 1989 New Jersey case where a white teacher was laid off instead of an equally-qualified black teacher hired on the same day, a coalition of civil rights groups contributed 70% of the $433,500 settlement to prevent the Court from ruling on the case.

The Supreme Court was scheduled to hear *Piscataway Township Board of Education* v. *Taxman* on January 14. Affirmative action supporters feared the court might use the case to curb voluntary affirmative action efforts even more, and the decision would have a nationwide effect.

But a similar case is expected to take its place. A faculty member will appeal her case challenging the University of Nevada's policy of diversifying its faculty by offering departments a bonus hire if they first hire a minority member.

The Supreme Court has been eroding some affirmative action programs, and refused to step in to save others that lower courts have ruled unconstitutional. In November, the Court refused to hear a challenge to California's Proposition 209, clearing the way for repeal of affirmative action in state and local governments. Appeals court decisions in Texas and California, and cases in Washington and Michigan challenge affirmative action policies.

Info from the *Chicago Tribune* on November 22 and *The Chronicle of Higher Education* on December 12, 1997.

Nebraska Med Center Plans Gender Equity

In the wake of a scathing report on the lack of progress on gender equity in the University of Nebraska system since 1991, especially at its medical center, Medical Center Chancellor William Berndt announced a 12-step plan, including

- **allocating $375,000 for 18 scholarships** for minorities,
- **earmarking $525,000 for faculty recruitment** aimed at women and minorities, including research support, travel, helping spouses find jobs and other incentives. Some may be spent to retain women and minorities being lured by other schools.
- **appointing a part-time head of a new equity office**, associate professor of anesthesiology Myrna Newland,
- **appointing three part-time ombudspersons** to handle complaints about equity and fairness, one each for faculty, students and staff.

Linda Pratt, chair of the system's gender equity task force that recently issued the no-progress report, said the medical center's plans look good. "It certainly sounds as if the medical center is seriously addressing the issues raised in the task force report. If they can make these things work, they will achieve real progress," she said.

From the *Omaha World-Herald* on November 15, 1997.

Citadel Cadet Accused of Sexual Assault

It took almost three weeks for a rumored November 2 sexual assault in the barracks of a female first-year cadet by a male upperclassman to reach the ears of administrators at the Citadel, the formerly all-male public military school in South Carolina.

Rather than respond to a citation calling for an explanation of alleged "conduct unbecoming a cadet," the male resigned immediately. The female got special leave to stay with her family off campus.

State officials are investigating it as a possible assault, but Citadel President John Grinalds said there was a question whether the activity was consensual. "I think it's part of the human landscape and exists everywhere," Grinalds said. "It's wherever men and women are together. I'm sorry this incident occurred."

A Citadel alumnus commented, "These things do happen," according to *The Atlanta Journal/Constitution* on November 24 and 25, 1997.

OCR Now Requires Strict Gender Equality In Scholarships, Three Schools Report

Three of 25 schools named in a complaint to the US Department of Education's Office for Civil Rights say the feds are now requiring scholarship money be divided precisely according to the percentage of a school's women athletes. In the past, the phrase "substantially proportionate" has meant within 5% of the percentage of women athletes, not exactly the same.

Officials at Colorado State University, Vanderbilt University and Wofford College all say the OCR told them of the new standards, but no public statement was made about the change.

If this is the new standard, it conflicts directly with NCAA rules that limit the number of scholarships for women. For example, in Division I-A, schools can award 98 full scholarships in men's sports but only 47 in women's sports.

NCAA spokesperson Wally Renfro said it's highly likely the rulemakers for Division I will review scholarship provisions under Title IX of the Education Amendments of 1972, which prohibit sex bias in schools that get federal aid, after the new year.

It also means even more schools are out of compliance with the gender equity laws than previously reported, said *The Chronicle of Higher Education* on December 19, 1997.

Student Sues Over Rape by Japanese Host

Schools with overseas study programs may be held responsible for the actions of their students' host families, especially if they've been alerted to problems.

A female student of Earlham College IN studying at Wasada University in Tokyo was raped in April, 1996, by the father in the host family where she was assigned to live. She is suing for $3 million, naming Earlham College and Wasada University and two consortia in the study abroad program, the Great Lakes Colleges Association and the Associated Colleges of the Midwest.

Hers is the first lawsuit seeking damages for a sexual assault occurring while a student is part of a study abroad program, says *About Women on Campus*, Fall 1997.

"It's a serious charge and raises serious issues for off-campus study," Richard Holden, a spokesperson for Earlham College, told *WIHE*. "Legally we think we're not responsible," he said, because both the student and her parents had signed two witnessed waivers of liability for the program. "This is a significant issue for off-campus

study programs, and either side is likely to appeal the outcome to a higher court," Holden said, expecting a ruling by spring.

Her complaint said she alerted a professor who ran the program in Japan to the sexual advances from the Japanese host father, but the professor didn't take them seriously. Her federal suit was filed under Title IX of the Educational Amendments of 1972, and she has also filed a complaint with the U.S. Department of Education.

The student graduated from Earlham in spring of 1997 in Japanese studies, and currently works in the college coffee shop. "We support her and believe something bad did happen in Japan," Holden said. It's a question of who's responsible, which could have strong implications for other study abroad programs.

Profs Call U of Penn Athletic Scam 'Sleazy'

How likely would it be at your school that a student be allowed to sign up for an independent study class two months after the sign-up deadline?

It happened at the University of Pennsylvania this fall, after all-Ivy league defensive tackle Mitch Morrow dropped a history course and so became a part-time student. He would then be ineligible to play football.

Scrambling to avoid having to forfeit all games he'd played in, business professor Kenneth Shropshire approved Morrow's signing up for the class late. Shropshire is also Penn's faculty representative to the NCAA.

Top professors at Penn called the athletics department's last-ditch try to provide "academic cover" for Morrow "sleazy." The Penn student newspaper called for replacing Shropshire as the NCAA rep, saying "One must now wonder exactly how seriously the Penn Athletic Department—and the University as a whole—takes the Ivy League philosophy of developing true scholar-athletes."

Both Penn and the NCAA are investigating, notes *The Chronicle of Higher Education* on December 12, 1997.

Harvard MBA Cases to Include Women

Admitting that its sacred case studies just don't reflect the reality of the 1990s workplace, the Harvard University Business School plans to revise them to include more women as senior managers.

A group of female executives, the Committee of 200, prompted and financed the change, and also offered to help identify potential cases to be included.

Calling it "an extremely important change," business school professor and spokesperson F. Warren McFarlan said business school dean Kim Clark took "about one and a half seconds" to approve the concept. About six million copies of the case studies are sold to business schools around the world, he said. "We can leverage it right out across global education."

The change comes as U.S. business schools are pondering why the percentage of female MBA candidates has plateaued at about 27-29% after earlier dramatic increases. Many female business students complained about case studies not including enough women leaders, nor do faculties in schools of business.

Anna Lloyd, president of the Committee of 200, said the case studies revision is a major step in influencing business schools to get real about women.

"We can send a lot of women in as guest lecturers and we can occasionally applaud the tenure of another woman on the faculty, but if we really want to make an impact on the younger men and women in graduate business schools as it relates to their idea of who leaders and key business decision-makers are, then we have to get into the guts of the coursework," she said.

Prof McFarlan said the change "helps men in the room get used to the notion of seeing women protagonists, and it basically helps change the context in terms of how people think about who leads," according to *The New York Times* on November 14, 1997.

Schools Add Women's Sports, Facilities

Inspired by justice, fair play or Title IX, schools are reallocating their dollars to better serve female athletes.

Auburn University AL trustees gave preliminary approval to a $4.8 million women's sports complex for gymnastics, and offices and lockers for softball. It can be expanded to serve volleyball and soccer. "This should take care of our gender equity concerns for a long, long time," said AD David Housel.

Mankato State University MN will add varsity women's ice hockey for 1998-1999, bringing its total of women's sports to 12. Its club team won a November tourney sponsored by the University of Wisconsin women's hockey club.

The University of Northern Colorado will add varsity women's softball for 1999, having had a team from 1959 to 1984. **Wayne State College** NE added soccer as its eighth women's varsity sport this fall, and the **University of Tampa** will add it for the 1998-1999 season, according to *The NCAA News* on November 17, 1997.

Yale Bans Sex Between Profs and Students

Toughening a policy that discourages sex between professors and students, a new rule at Yale University prohibits its sexual relationships. It's scheduled to take effect next semester, but spells out no penalties for violations.

A 10-member committee recommended the ban after a 17-year-old student complained two years ago that assistant mathematics professor Jay Jorgenson sexually harassed her. He denied it, but resigned after a grievance board at Yale recommended his dismissal, according to the *Los Angeles Times* on November 17, 1997.

Wisconsin to Add Women's Sport... in 1999

Jamming a small meeting room in the student union in November, about 80 people lobbied the University of Wisconsin athletic board to make their sport the next new women's varsity sport.

The athletic board has been under fire since 1989 by the Office for Civil Rights to increase the proportion of women athletes from its present 42% to be more in line with the percentage of women in its student body, now 51%. The board plans to add one new women's sport in 1999 and one in 2000.

Women's ice hockey appears to be the front runner, given that it has been a club sport for more than 20 years and now fields three teams. Arguments in favor of mak-

ing ice hockey the next women's sport are strong. It will be an Olympic sport this fall, it's one of the fastest growing sports in the nation, there are 13 women's and girl's club teams in Madison WI alone, by fall 1998 there will be six women's varsity clubs in the area to compete with. The men's hockey coach welcomes the idea of a women's team, and a new $63 million arena is expected to be ready for hockey soon.

The athletic board was expected to select the new sport near the end of the academic year, according to *The Wisconsin State Journal* of November 13, 1997.

Quinnipiac College Dumps Dept. Head Who Changed Sex to Become Female

Bill Harris was chair of the Marketing and International Business Department at Quinnipiac College CT. But in August, just days after he told officials he was changing his sex and name to Wynd Harris, Harris was relieved of teaching duties and placed on paid leave. She has filed a grievance with the school and wants to remain as chair of the department, notes the *Boston Globe* on November 3, 1997.

Dept. of Justice Reviewing Coaches' Salaries

Since only males are hired to coach men's teams, and coaches of men's teams earn an average of 44% more than coaches of women's teams, the disparity sure looks like sex bias.

That's the assumption by the U.S. Department of Justice, which is reviewing Equity in Athletics Disclosure Act forms filed in October by NCAA Division I schools.

The Chronicle of Higher Education studied the forms filed by 305 Division I schools and found the disparity, and even 28 cases where the men's team coach earned more than twice as much as the women's team coach.

Patricia Viverito, chair of the NCAA committee on women's athletics, called the review "another little bit of a jolt to remind universities that gender equity is a multifaceted issue. It isn't just about participation for women athletes, and it isn't just about scholarships," according to *The Chronicle of Higher Education* on December 5, 1997.

Miss. U for Women Prez Survives Tough Call

Having made a decision to close a campus center serving 15 severely handicapped children at the Mississippi University for Women, President Clyda Rent faced strong criticism.

Parents threatened to sue, the secretary of state called it "egregiously indefensible" and "just as wrong as a two-headed snake," a state legislator considered a bill to mandate the center remain open, and President Rent herself raised doubts about her future there.

Rent said her decision was based on much research and a nationwide trend to mainstreaming students, while a board member noted the center "does not really fit in with MUW's mission."

To her rescue came many, including the school's 20,000 member alumnae association, whose president called to express support for Rent, who had brought the school national recognition. A local newspaper editorial called Rent, the school's first female president, a "tremendous asset" who has not only saved the school from disaster after the Supreme Court ruled it must admit men, but caused it to prosper as one of the leading schools in the South.

Bottom line: Her board agreed to close the center in July, the secretary of state apologized for his "extremely personal" letter based on his having a daughter with Down's syndrome, and Rent is staying, according to articles in *The Clarion Ledger-Jackson Daily News* MS on November 26 and December 2, 1997.

Gallery Censors Nude Photos at Auburn U

Fearing artistic photos of a nude female might possibly be considered pornographic or obscene, acting gallery coordinator Richard Mills refused to allow them in an art show and sale at Auburn University AL.

The photos by senior photographer Jennifer Thompson were the only art banned, and she learned of it only on the day of the show. "I don't think the mere suggestion that someone might object is reason enough not to display a work," she said, according to the *Birmingham Post-Herald* on November 25, 1997.

Did Mooning Cost Manning The Heisman? Moonee Gets NOW Award for Courage

While Tennessee quarterback Peyton Manning waited expectantly, a defensive player won the coveted Heisman Trophy for the first time in 63 years. Michigan's Charles Woodson won college football's most prestigious award.

In spring 1996, Manning admitted mooning University of Tennessee trainer Jamie Whited while she treated his foot. She complained to the Tennessee Human Right Commission in August about the athletics department's sexual harassment and sexist behavior, citing the Manning mooning as one of 33 items in her complaint, and received a $300,000 settlement from the school.

In November, the Knoxville chapter of the National Organization for Women (NOW) honored her for "the tremendous amount of courage it took for her to file a complaint," noted chapter president Jeanne Kerwin.

"I'm glad they admire it as courage, but to me it was doing the right thing," Whited said. "I felt I had no option. My integrity and my dignity meant too much to me. They had to come first."

After her complaint, radio talk shows, newspaper editorials and the public ridiculed her. Callers to a sports talk show said $300,000 was too much "even if he raped her" and "even if athletes got her in the corner and molested her." Whited said their responses show "a lack of humanity and appreciation and level of violence that still exists out there toward women."

Whited now works as a track and field trainer with amateur and professional athletes, and retains her UT titles until June. Next?

As the daughter of a New Jersey taxi driver and the first in her family to go to college, let alone get a doctorate, she still wants to be in college athletics, specifically football. Although her attorneys warned her of possible blackballing when she filed the suit, Whited plans to apply for every training job that comes along. She asks, "Why do I have to change professions?"

From *WIHE* in October 1997, *The Tennessean* on November 20 and the *Wisconsin State Journal* on December 14, 1997.

Ethical Pragmatism Seeks Results, Not Just Rules

Fraternity men get drunk at a party and make derogatory remarks about women. The women present complain to you. The men claim the right to free speech. What do you do?

The quickest and easiest response is to call on authority. Long ago leaders could invoke universal principles based on religion, but today it's inappropriate to cite divine law and expect everyone to agree. The secular equivalent lies in statutes and institutional codes of behavior. Too often we jump straight into litigation or disciplinary proceedings.

"It's a lazy way out, an unexamined way out," says Dr. Eugenie Potter of the University of Pittsburgh, who teaches an annual course in applied ethics for higher education. Although legislated morality is quick and convenient, it does little to foster a spirit of inquiry. Your school's sexual harassment code may settle the immediate dispute, but will the fraternity guys learn anything for the future?

Aiming for the good of the whole community, pragmatism takes time and effort and doesn't always work.

Potter thinks there's a better way, based on results in the real world instead of universal rules: pragmatism.

Rather than debating human dignity versus free speech as abstract principles, a pragmatic response asks the women and men to focus together on what happened and why, and the consequences of letting it continue. "What pragmatism does is to open up the possibility of seeing where people's various authorities can possibly find a common ground," she said.

Pragmatism has gotten a bad rap as a soft "anything goes" ethic, self-serving and short-sighted. Potter says it's anything but. Aiming for the good of the whole community, pragmatism takes time and effort and doesn't always work. It recognizes that rules written by fallible humans need constant reexamination. Pragmatic decision-making requires that people who see things differently not only state their principles but justify their results in a social context. "It's a very tough-minded philosophy," she says.

In the fraternity example, the men may be embarrassed when they look back on their behavior at the party but too immature to admit it. In a carefully structured environment where everyone feels respected, they may be able to lower their defenses long enough to hear the women describe how it felt to be harassed.

For example, Pittsburgh men of eastern European backgrounds know how it feels to be called a "honky." If they can make the connection, they may be able to "imagine themselves in the women's shoes, or at least try them on for size," Potter says. She suggests five guidelines:

1. Establish the means for open democratic discussion. You can't force people to talk and listen, but you can create the environment that makes it possible. Take a deep breath and resist pulling rank. Figure out a way to get people together in the same room, even if at first they don't want to look at each other. Set a tone that respects everyone's dignity and doesn't prejudge the conclusion.

2. Assemble information that bears on the question. Few situations are without parallels in the past. What was the outcome the last time something similar happened? If new conditions make the old decision obsolete, you'll need to gather new information to guide a new judgment. The challenge is to gather information honestly, including everything that's relevant whether or not it supports your leanings.

3. Engage willingly in conversation. Yelling and cursing don't bring communication. Neither does tuning out or refusing to consider other people's perspectives. "We want to figure out different ways of being with each other in the world." Encourage a willing suspension of disbelief long enough for all participants to try on assumptions and opinions different from their own.

4. Consider as many possibilities as you can. Even though you've undertaken a process based on evidence rather than abstract principles, listen to participants who hold strong ethical beliefs; their convictions are part of the evidence. Some won't be able to articulate their principles. "Most people live unexamined lives. They may never come to grips with why they believe what they do," she said.

5. Keep an idea of the "larger good" in mind as a goal. People who share a vision of the "larger good" can listen with respect as they work toward a decision that takes account of more than one person's experiences and beliefs. This is a powerful alternative to the win-lose process of defining who's right and who's wrong by the rule book.

You still need the rule book to fall back on if the people in conflict refuse to talk or negotiate. You need codes for situations in which time is of the essence. Rules, laws, codes and sanctions are a solution of last resort and an incentive to cooperate in a search for common ground. It's important to keep the rule book readily at hand, but before you reach for it, give pragmatism a try.

Pragmatism is an optimistic philosophy based on human nature. We humans evolved with necessary survival traits—to protect our territories, safeguard our tribes and be wary of predators—that often create conflict when people of different "tribes" try to live and work together. But we also evolved the reason, language and civility to reach out to one another. These gifts let us rise above our simpler instincts to pursue the common good.

What comes out of discussion and interaction probably won't be very different from what's in the rule book or participants' religious principles. However different ethical systems may sound, it's very rare for them not to overlap. The difference? The decisions emerge instead of being imposed.

The women from the frat party may feel not only vindicated, but they feel heard. The men may invoke the Golden Rule from their own upbringing, but with a fresh understanding. "That principle will have a life and a vividness it didn't have when it was just a rule," Potter notes. The outcome will be not just equity but education.

—SC

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Generation Affects Women's Expectations

Women of different generations have much to give each other and most welcome each other's gifts, if they feel affirmed and supported despite differences in language, style and expectations.

From undergrads to senior administrators, they discussed intergenerational tensions at the AACU's women's leadership conference in Washington DC in November 1997. Leaders were Karen Anderson, 39, director of Provost's Development Programs at the University of Denver; Jeanie Taylor, 48, associate director of the Center for Advanced Studies at the University of Illinois and Cynthia Secor, 58, head of the HERS leadership institutes Mid-America.

Karen Anderson

Pioneer women on campus said they'd learned to accommodate in order to survive, blazing trails for those who came later. "The successes women have had in moving into positions of leadership mean the situation younger women face is decidedly different," Anderson said.

Cynthia Secor

The younger generation learned to confront and demand their rights. They spoke more assertively, but they face fresh insecurities. "We can get a PhD in feminist studies, but will we be able to get a job?"

A senior woman admitted, "I'd have stuck my kids in the trunk of the car rather than miss a meeting," while today's woman says, "My kids have a soccer game, so I can make the meeting only if it's before 4 p.m."

"The women before me adjusted into the world in a different way," a young woman said. "I approach it differently because I came ten years later, but they consider me a threat. Why the dissonance? I'm female, I'm here and I'm not going to apologize. Deal with it."

Some older participants felt their pioneering achievements, which allow young women to make the confident assumptions that may sound arrogant, are unrecognized. It seems so easy to the young women. "I worry that younger women take too much for granted and may hit a wall they're not prepared to scale," Secor said.

I'm female, I'm here and I'm not going to apologize. Deal with it.

Mothers and daughters

Age differences get tangled up with other factors like race, class, geography, discipline or family situation. A former affirmative action officer, Anderson often saw an age factor in issues of sexism or racism because young faculty members have a broader gender and ethnic mix. Taylor was an administrator, graduate student and mother at the same time: "On any given day I experienced my life as part of many different age groups."

Experiences with their mothers and grandmothers affect how women see across generations. One said her grandmother raised her to look to older people for wisdom. One in her 50s said she gets along better with her grandmother than her mother, and has trouble with women older or younger than herself. A 32-year-old complained that women in their 50s or 60s try to nurture her: "They can't see me as someone who can do anything for them."

Taylor did dissertation research at Radcliffe College's Bunting Institute on women artists, scholars and activists aged 30 to 66. An older woman told her the women at Bunting interact like mothers and daughters; the daughters don't want to listen to the mothers. "Maybe we figure the young women don't want to hear from us because we didn't want to hear from our elders," Taylor suggested.

In reality the young women were eager to hear how their elders balance their personal and professional lives. A 30-year-old said, "They've been keeping a secret from us: Life gets so much better after 40!"

Jeanie Taylor

The language of confidence

Academic disciplines are at different stages in how they deal with women. Many have changed to a more inclusive language and attitude over time. But older women in traditional fields can feel left out by the vocabulary of young women. They don't mean to sound arrogant; they're just speaking the way they've been trained. It goes beyond buzzwords like "resistance" to a whole way of looking at the world. Younger women assume their voices will be heard. "They use a language that amplifies the confidence they have," Secor said.

If some are put off by the young generation's style, others like Taylor delight in it. "What's exciting to me is seeing younger women who have the confidence to take up more space in a room," she said.

Perceptions of power

Generational tensions are about power, Anderson said. "The young women sound confident, but they're still trying to figure it out." On the other hand, the old vocabulary of deference falsely suggests its users didn't accomplish much. "Many of the older women didn't acknowledge how successful they were."

Many women hail *power to*, as in *power to* bring institutional change, but disdain *power over*. Ideals of sisterhood suggest perfect harmony in which women lead only by persuasion. But women who rise to senior roles do gain *power over*, whether they want it or not. They control budgets and the gates of access. "Even though their intentions may be pure, they're now in a position of authority," she said.

Women in junior positions want senior women to acknowledge their power, using it to support collaboration and build bridges. With so many women scattered across campus, the struggle now is to connect in a meaningful way, Anderson said. According to Taylor, "Age isn't an issue between women if they can hear each other. With the exchange of life stories, issues about tensions between generations all but disappear."

—SC

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Can Women Athletes Avoid Land Mines in Their Path?

Title IX has given more women access to the advantages campus athletics once offered almost exclusively to men. It's too early to tell whether women athletes will improve the quality of male sports culture or sink toward its abysmal level.

Equal rights attorney Sally Otos of New York is delighted by the progress. Today, one high school girl in three plays varsity sports, compared to one in 27 in 1972.

Participation in sports is great for women's self-image, she told an AAUW conference on gender and race in June 1997. It can counteract the loss of self-esteem that occurs in adolescent girls when popular attention shifts to boys and especially successful boy athletes, she said. "In addition, the right to take up *physical* space in the world is an inherent element of sports, which has to enhance girls' sense of a right to *emotional* space, and their right to speak and be heard."

The danger is women may fall into the same traps of privilege, commercialism and overemphasis on winning that so negatively affect men's athletics, instead of modeling and inspiring new attitudes toward women.

Sports culture too competitive?

Young male athletes charm the pants off practically everyone. "Boys will be boys," adults say of the football star who gets into a fight, drives drunk or abuses women. Students, parents, teachers, administrators and even police cut extra slack for sports heroes, as long as the boys keep winning.

Their protected status gives them a sense of entitlement and discourages moral reflection. They prove their social power by humiliating women. Other victims include lesbians and gays, ethnic and racial minorities, people with physical or mental disabilities and non-athletic men. The abusive elitism also punishes male athletes who openly reject sexism or homophobia.

The male students most often involved in acquaintance rape and gang rape are those in aggressive sports like football and basketball. One study found male athletes were involved in nearly 20% of the reported sexual assaults at 10 Division I schools but were just 3.3% of the male student body.

By the standards of male sports culture, women athletes can't win. One women's college basketball team dressed as Playboy bunnies to prove they were still feminine. At the other extreme are women who prove they're as tough as the men. "Women can also do macho," Otos said.

Coaches and sportswriters praise women who keep playing despite injuries, like male athletes are encouraged to do. Is this progress? We don't know the long-term effects of damage to athletes' bodies, but we do know the average professional football player dies at age 56, 15 years younger than the average US male. Is it progress if women die younger too?

Traditional "feminine" sports like gymnastics combine intense training with elimination of body fat. A champion gymnast or ballet dancer has the body of a 12-year-old, and her intense training delays menstruation and physical maturation.

"Going one step further, are women willing to injure others?" she asked. One of the roughest and fastest growing women's sports is rugby, where injuries are inevitable. As women athletes approach the status of their male counterparts, might they too form abusive elites? Otos wants not a double standard, but healthy standards for women and men alike. It should be socially unacceptable to hurt oneself or others in the name of sport, on or off the playing field, she said.

Commercialism and the image of women

The women's technical ice skating program in the 1994 Winter Olympics was the fourth most-watched event in US television history. As women's sports attract women viewers who direct two-thirds of US consumer spending, advertisers are not far behind. A select few women athletes get big money from product endorsements. Marketers choose those few for their looks as much as their skill. Nike offered 1996 pro golfer of the year Laura Davies only $5,000, but paid $1.5 million to 19-year-old Kelli Kuehne, who didn't even make the 1997 LPGA tour.

It's hard for sportswomen to help girls build self-esteem when advertisers stress "feminine" beauty over achievement.

Marketers who promote women athletes as "role models" emphasize *model* (celebrity image) over *role* (someone who's opened new horizons of achievement). The agent for Lisa Leslie of the LA Sparks said he'd make her into a symbol women could look up to, as though her basketball playing mattered less than his management. Three dangers lurk for women who win endorsement contracts:

1. Old messages. "The old messages about being skinny and beautiful and passive are still out there," Otos said. *Sports Illustrated* advertises its swimsuit issue and calendar a few pages away from pictures of strong women athletes. It's hard for sportswomen to help girls build self-esteem when advertisers stress "feminine" beauty over achievement.

2. Loss of control. Sponsors join parents, trainers and managers on the list of people who try to take over every aspect of the athlete's life. Diet, practice schedule, recreation and public image belong to everyone but herself. "They turned me into some kind of circus animal," a track star said.

3. Loss of voice. The last thing an advertiser wants is the athlete's comments on lesbianism or other controversial topics. Sponsors often silence a star explicitly. Young women of an age where they should be finding their own voice may lose it by the terms of their endorsement contracts.

Despite the land mines, Otos is optimistic. "I remain convinced that the young women who learned to shape and defend their space on the playing field will maintain or develop the resources to defend the space they take up in other spheres of life," she said.

—SC

Can Today's Feminist Scholars Reach Ordinary Women?

Nostalgic for a simpler era, when you could understand what feminist scholars were talking about?

Women's studies in the 1960s and 1970s was simpler and more simplistic, equating white, middle-class U.S. women with womankind and measuring progress by counting female noses.

Cynthia Harrison

With today's growing recognition of the complexity of women's issues has come a more inclusive language for discussing them. Postmodernism. Deconstruction. Revisionist. Ironically, many women on campus today feel left behind by feminist language and scholarship.

Cynthia Harrison, associate professor of history and women's studies at George Washington University, and Caryn McTighe Musil, of the Association of American Colleges and Universities, spoke at the AACU women's leadership conference in Washington DC in November 1997. Harrison listed four changes:

*1. **Women's policy and politics**,* out of vogue in the 1980s, is back in favor with a broader definition. Political historians no longer study just civil government. Long before women got to vote, they used organizations like labor unions and churches politically to reform the social order.

*2. **Inclusion in government*** is no longer just a matter of numbers. With 20–25% of legislators being women, the focus has shifted to questions of diversity and effectiveness. Who do the women represent and what do they accomplish? "It's a continuing struggle that changes over time. To our credit, people are not shrinking from it," she said.

*3. **Objectivity*** is an old ideal the new feminist scholars call an illusion. Everyone views the world from a perspective influenced by race, gender and class. Traditional "objective" scholarship omits certain voices. It's more honest to acknowledge your perspective than to distort reality by pretending you can or want to be objective.

*4. **Globalization*** of feminist studies has begun to challenge the assumption that North American women represent the world. A broader view is in the anecdotal stage, with U.S. scholars collecting biographies of women in other cultures and marveling at the differences. While U.S. feminists protest glass ceilings, those in some countries are more worried about physical safety or access to education for women and girls. What's the appropriate response to cultural or religious traditions that hurt women, like female genital mutilation? "We can't simply visit our solutions on other countries. If there's a single unifying principle in women's history, it's damned if we do, damned if we don't," Harrison said.

Changes in perspective decade by decade

Caryn Musil also traced changes in women's studies:

• ***Theme.*** Oppression was the defining preoccupation for women's studies in the 1960s and 1970s. By the 1980s, the focus had shifted from women as victims to women as agents, creators of social networks and service organizations. The focus in the 1990s is on transformation. Scholars look beyond access and entry to ask what it's like for those who get in. "There's still no women's bathroom in the Senate," she said.

• ***Distinctions.*** The focus of the 1960s and 1970s on differences between women and men gave way in the 1980s to a recognition of diverse ethnic, racial and economic backgrounds. The 1990s focus is on group intersections and deep commonalties.

Caryn McTighe Musil

• ***Geography.*** North American women were the subject of women's studies in the U.S. in the 1960s and 1970s. In the 1980s American feminists woke up to notice women's priorities are not the same worldwide. Food and fuel are daily issues for some. The women's conference in Beijing reflected the 1990s search for a global vision. Despite differences, women share a common interest in big issues like armed conflict and violence against women.

• ***Causation.*** Feminists in the 1960s and 1970s tried to identify a single cause for the world's ills, blaming patriarchy or capitalism or sex or race. Multiple causes and a shifting dynamic became a more widespread model in the 1980s. In the 1990s, scholars see gender as just one piece in a subtle, complex mosaic.

Have we gone too far toward theorizing about theory instead of studying anything practical?

• ***Identification.*** White, middle-class feminists in the 1960s and 1970s assumed women think of themselves first and foremost as women. In the 1980s women of color made the point that gender is only one of many ways a woman identifies herself. Women in the 1990s acknowledge a variety of allegiances like race, class, gender, religion and discipline. Jewish women are reexamining religious history. Women scientists grapple with their identities as scientists and as women. "At this point we are more adept at border crossing. We have learned to do it respectfully and wisely," Musil said. From a simplistic image of uniform, downtrodden women we've advanced to a many-sided image of women in diverse walks of life, from diverse backgrounds, faced with diverse challenges.

Challenging questions for the 1990s

To bridge the gap between feminist scholarship and the language and issues of "ordinary" women, they ask:

• How can we express our scholarly work in language that's meaningful to the most women?

• How can we avoid sounding elitist using the new scholarship to draw women together, not drive them apart?

• How far can identity politics take us? What comes next after a million woman march?

• Have we gone too far toward theorizing about theory instead of studying anything practical?

• If everyone has a voice, should every voice go unchallenged?

• How can we apply our most serious intellects to solving real problems? What can feminist scholarship offer?

Phone Harrison at (202) 994-1000 or Musil at (202) 387-3760.

WILL Program Educates the Total Student

For 120 lucky women students at the University of Richmond VA, the circle is unbroken: Education is a seamless whole encompassing the classroom, social and political life. They're part of the "Women Involved in Living and Learning" (WILL) program creating a total environment designed to help students make the most of their college experience. It both supports and challenges them, with three basic components:

- **Women's studies courses and an internship;**
- **Programs with speakers** widely divergent in gender-related views;
- **A student group** to start and support many educational and social programs.

WILL differs from many other student development programs in its comprehensiveness. It respects the whole student and brings together entire ranges of opinion on topics of concern to college students.

According to coordinator Holly Blake, "What makes WILL so unique is its holistic approach. Women's studies learning and leadership opportunities abound in and out of the classroom over a four year period. The cumulative effect is powerful — indeed, transformative."

Program impacts students at the core

Comments by students testify to its impact. Without the program, "I don't think that I would have been as outgoing in the other organizations of which I am a member," said Rukeitha Booker, a sophomore and chair of the program's academic committee. She continued:

> As a racial minority at UR, I sometimes feel overwhelmed or frustrated in dealing with people in this sheltered campus. WILL has brought me into contact with women of various racial backgrounds, nationalities, sexual orientations and ages. This exposure forced me out of my comfort zone and allowed me to experience life from someone else's viewpoint.

Booker continued, "What brought us together is the fact that we are women hoping to learn more about ourselves; what keeps us together is that in our diversity we have much to offer and can learn from each other."

Students like Booker generally enter the program in their first year, although each year a few sophomores join. Entering women learn about the program before they arrive on campus, and there's a WILL awareness week in September. Students can apply or be nominated by faculty, staff or student leaders. The process includes essay questions and two letters of recommendation from faculty. A committee selects participants in November, before spring semester registration.

The curriculum starts with an "Introduction to Women's Studies" in the spring semester. Participants take more women's studies in later semesters, leading to a minor in the field. Some choose to major in women's studies. WILL students are spread among Richmond's Westhampton College student residences.

Started in 1980, the program is the brainchild of former Westhampton Dean Stephanie Bennett-Smith. She traveled around the U.S. gathering information on the experiences of women and men on college campuses, looking for ways to strengthen women's educational adventures and build their confidence and participation in college life.

Bennett-Smith is now president of Centenary College NJ, while Westhampton's current dean, Patricia Harwood, enthusiastically backs WILL. Although the program began with one part-timer, now there's a full-time coordinator plus a part-timer who supervises internships and teaches a class for interns. Student internships have been:

- in the Virginia General Assembly
- at the White House, in the First Lady's and VP's offices
- at shelters for battered women
- in a Florida marine biology project with manatees
- in law offices, hospitals and various businesses

The internships require a woman as the on-site supervisor. Interns also develop a contract and keep a journal of their internship experience, analyzing it from a gender perspective. At the end, interns complete a research paper and receive three women's studies credits.

Student group reinforces the experience

The WILL student organization involves all members through a variety of activities and monthly meetings and programs. In addition, many of the students either hold one of 16 elected positions or serve on various committees. Activities often involve the Richmond community — for example, undertaking a clothing drive for a shelter, helping build a Habitat for Humanity House, and helping organize a Take Back the Night Walk. Programs at the monthly meetings have focused on such topics as eating disorders, definitions of feminism and race relations.

Perhaps the most unusual activity takes place once every four years: mother/daughter and father/daughter weekends. Every other year WILL members can bridge the generations through a weekend of workshops and conversations with their mothers and fathers or a substitute.

Women's studies faculty members often get involved in these special weekends, by doing presentations and facilitating small group discussions. They also form an advisory board that includes faculty from other disciplines, staff, administrators and alumnae.

Faculty play a key role in the program. In fact, if the university ever decided to increase WILL's membership, it would also need to increase the number of women's studies courses and faculty. Yet the small size of the program benefits its members, Blake pointed out.

Other schools interested in starting a similar program on their campus will want to grow it in conjunction with an existing or new women's studies program. "At Richmond, women's studies and WILL began simultaneously," Blake said. "Each helped the other: WILL provided students to the new major and minor, and women's studies provided the program's academic foundation."

Another crucial program requirement is a coordinator, since Blake explained "It needs to be intentionally structured. You need someone who can work with students and connect the pieces over four years. The challenge is to get funding to hire this person, but you can start out with a part-time position."

Besides funding for Blake's position, which is at the

PhD level, Richmond allocates only $14,000 to WILL's programming budget for materials, supplies and honorariums. To bring noted speakers to the campus, the program often pools resources with other organizations.

Students, faculty and administrators at the University of Richmond have long known they had a great program for the cost. But recently a study by the Wellesley College Center for Research on Women documented its successes by conducting alumnae surveys, focus groups and other assessments. It found WILL alumnae were more satisfied with their education than other students, and they were more successful. Regardless of entering SAT scores or high school grades, a larger percentage of WILL students earned such distinctions as magna cum laude, summa cum laude, and Phi Beta Kappa.

Current students measure the program's effect more personally. Joni Lindenstruth, WILL sophomore says:

> WILL has given me or allowed me to develop so much more self confidence and assurance in myself. I have had incredible role models in the older WILL women — strong, independent, confident, active, etc. ... but the best thing they have taught me is to have an open mind — to question beliefs and attitudes, to try to look at things from other perspectives and never make assumptions."

—DG

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Why Teach?

Ed. note: This is part of a Holiday Greetings note from a woman engineer at an East coast technology firm. —MDW

This year has added two new exciting activities to my life: teaching and running. I honestly never thought I would do either, but life has a way of surprising you sometimes.

I always wanted to teach, but was deathly scared of getting up in front of people. Then there was this odd perception I had that if I knew it, then of course everyone else in the world knew it as well.

Fortunately one of my co-workers found himself challenged by some public school teachers when he gave them a hard time about their "cushy" jobs. He started teaching evening computer classes for adults. When they needed another teacher, he encouraged me to apply, and for whatever reason, my normal paralysis in applying for jobs did not strike.

That's how I found myself face to face with 10 to 20 people four times a week who wanted me to teach them something about computers. Once I figured out that most did not know what a "window" was, I realized I had something to offer.

It's been great fun! I really enjoy working with adults and introducing people to new possibilities. The highly diverse skill levels make it very challenging. Plus, the environment is fantastic. There are no grades, no tests, no homework. Successful completion is based on attendance alone. People come if they want to or don't, so most come because they are truly interested. All I have to do is be patient and most everyone is happy.

I am now quite comfortable in front of my classes, and the practice really helps my day job as well. I have learned to ask people questions, watch for clues indicating an understanding level, and then adjust the discussion accordingly. As a result, I do a much better job at presenting highly technical analyses to clients or review groups, who have varying levels of experience with the topic. Not to mention the benefit to my supervisors, who now receive condensed summaries of my work!

The Kingdom of Circles and Triangles (A Fairy Tale for Grown Ups)

Once upon a time there was a kingdom where everybody was either a circle or a triangle. The ruler of the kingdom was a triangle. Triangles ran all the government departments and most of the businesses. They had most of the money and all the best jobs. Circles and triangles both worked very hard.

One day the Kingdom of Circles and Triangles decided to become a democracy. Everybody agreed it would be better to treat everyone equally. The ruler changed the laws to make everyone equal and then resigned.

"Now maybe I can have a good position too," a young circle said to itself. "I'm smart and I work hard."

"Good," said the triangle in charge. "Everyone is equal now. Why don't you apply?"

The day of the interview the circle washed its round face and shined its shoes. It put on its best clothes. Soon it took its seat in front of the panel of triangles who would make the decision.

"I'm smart and I work hard," the circle said. "What else would you like to know about me?"

"How well do you keep your balance?" the head triangle asked. "We learned long ago that it's important to sit solidly on one side and not roll to the right or the left."

"I'm sure I could learn to balance well," the circle replied. "I can also move very fast when necessary by rolling toward my destination."

"Rolling is not a useful skill," the head triangle said. "We learned long ago to manage the kingdom without rolling and we see no need to begin rolling now."

Another triangle on the panel spoke up. "What interests me most is perspective. We need someone who can see three sides to every issue."

"I can see an infinite number of sides," the circle said. "I can weight them all equally and understand even the most complicated issues in a balanced, even-handed way."

"That sounds worse than useless," the triangle said. "You will never be able to make a decision. No, the important skill is to be able to see three sides."

"I'm sure I can do that, too," the circle said.

After the interview the panel sent the circle into a nearby room where there was a machine to measure balance and perspective. "To make sure we treat everyone equally, we use a machine that has no way to know whether you are a circle or a triangle."

"That sounds fair," the circle said.

When the circle got home its friends asked "How did it go? Did you get the position?"

"No, I'm not good enough at balance and perspective," the circle said. "If I keep working at it I'm sure I can learn to stand still without rolling to the right or the left. And I know I can learn to see exactly three sides to every issue. I wish I hadn't wasted my school days on learning to roll fast or see an infinite number of sides to everything."

"If we teach our children the skills of stable balance and three-sided perspective, they will grow up to get better positions than ours. What wonders the future holds for them," the circles agreed. "Aren't you glad we finally live in a democracy where everyone gets treated equally?"

—SC

Theodora June Kalikow, President
University of Maine-Farmington

'I don't exactly have control. What I do is instigate, stir things up.'

Don't try to tell Theo Kalikow a philosophy degree is impractical. She started her career teaching philosophy at Southeastern Massachusetts University in the 1970s and ended up as president of University of Maine-Farmington. As chief administrator, she still relies on skills honed in academia, mixing a PhD in philosophy with her undergraduate work in chemistry.

"I got into the habit of analyzing what was happening around me, so I could take a step back and avoid getting caught up in academic craziness," says Kalikow. "It's possible for people to do a job like this without a faculty background, but I wouldn't recommend it."

Kalikow's father was an engineer who assumed she and her brother would be in the sciences. Taking classes to meet general ed requirements, she "ran into" philosophy—much to her father's dismay. "This was in 1960 and my dad told me, 'You're going to have to earn a living and you can't do that in philosophy, so you're going to be a chemist or I'm not paying the bills.'" She continued in both, mixing philosophy with quantum mechanics and animal behavior. Her bachelor's degree from Wellesley College is in chemistry, master's is from MIT in philosophy and PhD from Boston University in philosophy.

She stirs things up

Now age 56, Kalikow believes the eclectic mixture of academic experience helped her get where she is today: "As an administrator I've done everything—work in the humanities and the sciences and the social sciences — and I know where they're all coming from."

Her varied background brings Kalikow a different approach to being boss. First, she believes it doesn't pay to work employees to the bone, but advocates cultivating a life outside of work, advice she follows and passes on to associates. She likes to garden, read, cross-country ski, walk in the woods and work out. "I give lectures to people in administration about having a life," says Kalikow matter-of-factly. "I tell them to go home at 4:30. They didn't hire you to be an ATM machine. Don't turn into a crazy, depressed, nutty person." And if an employee blows this off, she's there to remind them, just as she expects them to do for her: "We call it creative disrespect around here."

Another rare trait for a top leader is not being adamant about getting her way. She learned this lesson at Plymouth State College, as dean of the college from 1987 to 1994, with a year stint as interim president. "It was a contentious faculty and they didn't always agree, and I didn't always get what I wanted. But if I got something I could live with and they could live with, that's what mattered."

Her university is now reforming the general education requirements. The VP for academic affairs is getting public input via an e-mail discussion among faculty. About 30 are active participants in the electronic round-table, and many more are "lurking" — reading what others have said and adding their ideas every once in awhile.

Theo Kalikow

What does she hope to achieve? "I don't care what it looks like, so long as it's better than it is now," she responds. "The more I get into this racket, the less I care about results. I don't exactly have control. What I do is instigate, stir things up."

As Kalikow sees it, being a college president means getting academics, who are prone to acting like independent contractors, to want to commit to changing things. Then it's just a matter of exercising judgment—being able to separate the good from the terrible ideas. "A lot of times being a leader is getting the parade to start forming," she says. "And then you run in front of it and get the crap out of the road, so they can march along."

Kalikow had planned to be a faculty member until retirement: "I thought that would be my whole career. Nobody is born thinking they'll be a college president." She founded the women's studies program at Southeastern Massachusetts University, now the U-Mass–Dartmouth. And as president of the college union, she fought to get a child care center and women's equity. "I was a major troublemaker on campus," she confesses.

A lot of times being a leader is getting the parade to start forming. And then you run in front of it and get the crap out of the road, so they can march along.

The actions got her noticed. When the president called her in, her first thought was, "What have I done now?" He invited her to become his assistant. Two years later he nominated her for an American Council on Education fellowship in academic administration at Brown University, which led to her next job, dean of the College of Arts and Sciences at the University of Northern Colorado in Greeley.

Speak up

Needless to say, she advises women in academia to speak their minds, and come to the job as a whole person. "I know a lot of people are afraid to say what they think," says Kalikow. "They haven't been given permission to hear their own voice. I've never had that problem. It's not that I'm loud and obnoxious, but I tell it like it is."

She admits it can be risky, but firmly believes if a woman builds a reputation, people will listen to her. "If you treat people reasonably, they'll listen to you when you talk," she says, adding, "Well, as much as they ever listen to women. Sometimes you have to say it ten times. But if you've built up a solid reputation, people aren't going to get crazy with you."

How do you build that reputation? Consistency and honesty. "You have to be there and say what you will do. And do what you say. It drove me bananas when people said they'd call or send you to a conference or fax you a paper, and it never happened. If I say I'll call you on Wednesday, I'll call you on Wednesday. Period. After awhile that's the reputation you get."

Living in the fishbowl

Being an "out" lesbian was a big risk. "I've always been out," she says. "At my first institution, that was just the way I was, and I was too young and stupid to know the risk. And I had a very nice career there and made it up to assistant to the president. That's how I've been ever since, and it seems to work out just fine."

She admits, nonchalantly, that her frankness has probably lost her some jobs. In fact, when offered her current post, she turned to the chancellor and said, "You should know that I'm a lesbian. I'm coming here with my partner and we're going to live together in the president's house. And if you don't want to offer me the job because of that, it's okay. I'm not going to sue you."

One reason for being so open, says Kalikow, is the presidential house is a fishbowl, and what you aren't open about can be twisted or used as blackmail. Yet she doesn't make a big deal over her sexual orientation. But shortly after her arrival, a reporter asked about her personal life and she mentioned her partner, a woman.

"After the article was published, we waited for the crosses to be burned on the lawn, but nothing bad happened," recalls Kalikow. At Plymouth State, the rumor mill churned whenever she hired or promoted women, spinning assertions of her playing favorites. She laughs at the notion: "Sexuality doesn't mean I don't like men. It's just that for affection, I prefer women. Many of my male coworkers have been my buddies and I've helped many of them along the way." And when she found herself having to fire a female, the accusations turned to her being unsupportive of women: "Sometimes you just can't win."

Kalikow pauses when asked what advice she'd give closeted lesbians in academia. "It's very far from my own experience, but I know a lot of people are scared." She suggests taking some baby steps, such as showing up at a basketball game with your partner, then maybe bringing her to a party. "A lot of times people aren't looking," she says. "You get the feeling people are watching you and pointing, saying there's that gay person. It's not always happening. Just go ahead, and you be you, and maybe you'll find out it's fine. I think higher education is one of the more sympathetic places. We still have a lot of liberal thinkers here."

For other advice to women administrators, Kalikow recommends "lots of degrees" and different job experiences. Her philosophy background kicks in when she suggests stepping back and looking at higher education in terms of what it is accomplishing, and identifying the big issues. Then dive in. "Prepare yourself to lead and don't wait for any permission," says Kalikow. "It's not often that people get a mentor by someone saying, 'I'm here to groom you.' Present yourself."

In addition, she says women more than men tend to try something once, and if it doesn't work, throw up their hands and see it as a failure. Fight that feeling, she suggests. "Pick yourself up, analyze what happened and go do something else. Be persistent."

Blueberry fields forever

Kalikow speaks her mind on many issues, but knows her high-profile job has some limitations. "As a college president, you can't mouth off on all the social issues," although it's common knowledge that those near and dear to her heart are literacy and those surrounding building a community, such as jobs, poverty and violence.

A strong supporter of women, she's proud that 69% of the 2,000 students are women and 40% of the nearly 100 faculty are women: "That's what affirmative action will do; It's great for women."

Kalikow plans to speak out even more after she retires in six years. "I'm going to grow blueberries and be a social activist in the Farmington community. I figure maybe people will listen to a former college president."

—MC

Opportunities for Women on Campus

Win $5,000 AAUW Award to Emerging Scholar

If you've earned a doctorate within the last five years, are untenured, have some professional achievements and hope to earn future distinctions, apply for the Emerging Scholar Award from the American Association of University Women by February 10, 1998. Awarded since 1972 to outstanding women scholars, the $5,000 stipend also includes a trip to the June 1998 AAUW convention. For details, contact the AAUW at (202) 728-7622, or email: foundation@mail.aauw.org

Contribute to *National Journal of Wellness*

"Wellness has many different domains: emotional, financial, spiritual, physical, social, career, educational and environmental," writes Golden Tradewell, editor of the new *National Journal of Wellness*. As a nursing educator at Mc Neese State University LA, she created the publication to be a clearinghouse for information from a variety of disciplines: nursing, medicine, sociology, psychology, education, theology, ecology, arts and humanities.

"I think we're all trying to reach the same goal," she says, promoting wellness as a way of life. Her new journal is trying to create a vehicle for faculty, students and practitioners to bring out relevant information. She's looking for writers and readers. Check out her Web site at www.njow.com or call her at (318) 478-5484.

Renew Yourself at Upcoming Conferences

- **January 3-6, 1998**. *Women in Higher Education*, sponsored by the University of Texas-El Paso, held in San Franciso. Call (915) 747-5142 for details.
- **March 4-6, 1998**. *Advancing Women in Higher Education: Who's At the Helm? Unresolved Issues...* in Baltimore, sponsored by the National Association for Women in Education (NAWE). Contact NAWE at (202) 659-9330, or www.nawe.org
- **June 12-13, 1998**. *Women's Progress: Perspectives on the Past, Blueprint for the Future*. The conference on women's policy research is co-sponsored by the Institute for Women's Policy Research and the Women's Studies Program at George Washington University. For details: www.iwpr.org or call (202) 785-5100.

Reentry Women Students Recall Their First Semesters

Adult women students worry about keeping up academically and juggling multiple roles. Their self-esteem is shaky and their classroom skills are rusty.

The Returning Woman Program at Moraine Valley Community College IL gives them a start-up semester of composition, sociology and applied psychology. They coalesce into a support community while building confidence and skills. "Psychology helped me to accept who I am; sociology helped me realize the conditions that affect who I am; and composition gave me the outlet to express myself," one said.

With higher retention and graduation rates than the overall student body, the program both nurtures and challenges reentry women. Founder Diane Horwitz interviewed alumnae about their experience and quoted them at the AAUW symposium on gender and race in Anaheim CA in June 1997.

I was going to take a typing course and then get a job. But it made me hungry for everything.

A safe place

"When I read the brochure about it, it sounded comfy. You'll all be going to the same classes together; it sounded like we'd be holding hands." Going back to school is a major life change. It's scary. They found security together.

Shared anxieties and mutual acceptance made it safe to speak up. "The classroom was a safe place to be, and that teacher was a safe person, and your classmates were safe people to be with." It provided a springboard for taking risks. "It gave us permission to open our minds."

One described the first semester classroom as a cocoon. "The idea of being in a cocoon is that you are going through changes while you're in there, and then you spread your wings, and that's exactly what I think happened to each one of us."

A community of support

It was "a cross between a Girl Scout camp and a slumber party." Bonds deepened over the semester. Women studied together for exams and copied notes for anyone who missed class. They touched base by phone after school or on weekends. When they were "mainstreamed" into regular classes after the first semester, many kept up their connections by registering for classes in small groups.

One considered dropping out after her daughter was in a car accident, interrupting her studies. Her classmates said, "We are not going to let her. We're going to get her through this." They understood her concern for her child and joined forces to keep her in college.

"It takes courage to take a helping hand," one said. Mutual support was a welcome change for those who'd gone through school in another era, hearing "keep your eyes on your paper" and "think it out for yourself."

Women's ways of learning

Women's learning styles vary but are often grounded in emotion and personal relationships, especially for minorities.

Participants learned to be active listeners and talkers. Their classroom discussions were intimate and intense. Without men in the room, they could communicate in conversational styles that included making suggestions hesitantly, interrupting with, "I know what you mean," laughing and posing questions as a way to explore ideas.

Respect for life experience

Adults bring rich experience as workers, parents and volunteers. They can read an assignment or listen to a teacher and think, "I've lived through that."

Faculty acknowledged and built on this experience. "There was something about the way they viewed the students, as if they really valued their experience. I know you have something to give by being older . . . They found occasions to have you comment on different aspects of your life and how it applied to what you were doing in class."

The women preferred teachers who were willing to learn from their students. They enjoyed fluid roles where the same person is a student one day and a teacher the next.

They liked being treated as adults by teachers who understood their multiple roles. When a mother missed an assignment because her children were sick, she was glad the teacher believed her instead of treating her like a high school kid with a lame excuse.

One teacher had each student fill out a card on the first day of class mentioning anything that might interfere with her education. "When I put down that I was a single parent, and if my children were sick I would need to be absent, he made a point after class that he totally understood."

Naming gender issues

"Now I know the names of everything I've lived through." Sociology and psychology classes introduced feminist writers and researchers, concepts of sex role socialization and institutionalized sexism and the history of the women's movement. They provided a vocabulary and context for what the women had experienced.

Naming is a step toward understanding. "Saying it almost makes what you've experienced real. Before you didn't know, because it was more personal." Another said, "Suddenly all these things I had been living all these years, I put labels on them. It was really making me face reality. Learning the words hit home probably because it was so real."

An appetite for learning

One returned to school because a separation forced her to get job skills. "But that wasn't the reason I did my work after a while. It was a whole world opened up for me. I was going to take a typing course and then get a job. But it made me hungry for everything."

When they "mainstreamed" after the first semester, they asked questions in class. Younger students asked to borrow their notes. Teachers looked to them to spark a discussion.

The program built on adult women's strengths, experiences and learning styles to transform them as learners. As one said, "To be able to share one's feelings with others and to overcome obstacles that seemed impossible has to be one of the greatest accomplishments a person can have."

—SC

Contact Horwitz at Moraine Valley Community College, Palos Hills IL 60465; (708) 974-5232; E-mail dhorwitz@moraine.cc.il.us

Strategies for Success We're Hoping to Perfect in 1998

Taking a tip from Mae West and preferring new mistakes over old ones, we've decided to plan new strategies for success in 1998. You can guess the reasons why.

1. Cast your net widely and follow your dream, wherever it takes you. Don't count on other's promises, but appreciate them greatly when they work out. Don't be limited by naysayers or conventional wisdom. We've found the strategy works with those who promise to write articles, business ventures, personal relationships and raising hamsters.

2. Bask in the praise you receive, because you've earned it. A woman administrator recently profiled here wrote of being invited to speak at a conference at her alma mater after an organizer saw her story. "I owe you one," she wrote. No, she earned it and we just wrote about her.

3. Question all systems, even those that seem to work. For almost six years at *WIHE* we'd used the same printer, who was just half the cost of the next bidder. The bill was inching up and the shop was more disorganized than ever, so we went out for bids. Imagine our surprise when another printer came out on top! We'd grown so much that printing eight pages at once was much more efficient, but the process was so gradual we didn't notice.

4. Look for talent close to you. Liz Farrington, sharp-eyed *WIHE* copy editor and university student, happens to be the editor/publisher's daughter.

Mary Conroy-Zenke is as wonderful at helping subscribers as she is with advertisers. In 1997 she helped advertisers fill 137 pages with 374 announcements listing 769 job openings seeking great female candidates in Career Connections. Her people skills translated well into serving customers too.

The neighborhood elder who helps us send out renewal notices each month helped avoid an expensive Pitney Bowes service call by jiggling switches to fix the mailing machine.

Kate Ott, AKA the Bookmark Goddess, came to learn but taught us a lot about today's students. As she will study theology, we truly believe we're educating the first female pope.

5. Make small corrections regularly to avoid having to make large ones all at once—unless you want to make a point. A camp where I was a board member raised its rates just a bit each year. We constantly tinker with our Web page to make it more useful to surfers, just as you constantly coach your assistant to improve in forging your signature and other tasks.

6. Appreciate that you know more than you think you do. A woman from The Feminist Majority called yesterday to ask for a bunch of statistics on women and minority administrators, faculty and students on U.S. campuses. We were able to provide phone numbers of sources for up-to-date answers for every statistic she wanted.

A female nuclear engineer recently got hooked on teaching adults to use computers. She was intimidated by the idea of teaching, wondering what she could offer, until she learned most had never heard of Windows. Now she loves it. (See "Why Teach?" page 24).

7. Focus on what you like to do, and you do well. Although *WIHE* doesn't ignore numbers, we focus on the *why* of what's happening, and how we can accelerate or change it. *WIHE* seeks solutions rather than counting noses, as feminist scholars say. We brought you the best presentations from 10 conferences in 1997, which we find much more fun than working in a library!

8. Stick by your scruple as long as possible, but don't be a fool. We had a moral conviction that the Career Connections section should be no more than 45% of an issue. But in December, when 61 advertisers needed 21 pages to find strong female candidates for 127 jobs on campus, we reconsidered the policy. Our choices were either to publish many, many more pages each month, to limit the number of ads we'd accept, or to hold editorial space constant and add pages when there were more Career Connections to make. We chose the last option.

9. Be an opportunist. Both director of Career Connections Mary Conroy-Zenke and the editor will present at the 11th annual international conference on Women in Higher Education sponsored by The University of Texas-El Paso, held in San Francisco January 3-6. She'll speak on women and solitude, and the editor will discuss synergism between writers and editors. Preceding it will be a little R&R in northern California, at the ocean and in wine country. Following it will be a lot of scrambling to get the February issue to you on time.

10. Accept that sometimes no plan can be a good plan. Being prepared to seize opportunities can bring great changes and excitement: new jobs, new assignments, new directions in old challenges. Right now we're actively seeking a new challenge, gathering energy to pounce when the right time and opportunity arise. Stay tuned...

Mary Dee

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WOMEN® IN HIGHER EDUCATION
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'Vision 2000' Sets Gender Equity Goals at 6 Universities

Most of the recommendations for gender equity in the "Vision 2000" report by the New England Council of Land-Grant University Women are about as radical as baked bread: End gender bias in hiring and salary and promotion, end harassment and violence toward women, give women a place in the curriculum and support family-friendly policies.

In fact, presidents of three universities — Maine, Vermont and New Hampshire — reportedly have already given their personal endorsements to the document.

"Vision 2000" notes a sea change in campus demographics as more women enter higher education, but "the structures to encourage, support, and retain women have not kept pace." Women still face underrepresentation in the curriculum and in leadership roles, and harassment in the classroom and the workplace. "Despite some 30 years of gradual legislative change, fulfillment of the goal of gender equity has been slow, partial, and painful."

"Vision 2000" recommends nine broad goals to address issues such as women's academic and career development, sexual harassment, bias in the curriculum, and inequities in hiring, promotion, tenure and compensation. Council representatives at each of the six land-grant universities — Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island and Vermont — want to fulfill the broad goals according to their school's structure, existing policies, strengths and weaknesses.

Seeds of vision

The document followed advice from a study by the American Council on Education's Commission on Women in Higher Education and grew out of a New England meeting on gender issues organized by the University of Connecticut, reported Nancy Campbell Patteson, project coordinator for the Women's Studies Program at the University of Massachusetts-Amherst. The Council eventually evolved into an organized group, with four to seven people from each school.

"The document is an exercise in what the issues are and in how to address them as a group and at each institution," she said. "We compare what goes on at other universities ... and we see what the potential could be and where we could go."

Each campus drafted different sections of "Vision 2000," sharing several drafts through e-mail. They tried to incorporate all suggestions, so it "could be endorsed by more people," Patteson said. "It's complete, but it is a working document. Each university is responsible for its own implementation."

Disseminating the document

Once complete, the Council began to share the document with a campus committee on gender equity or faculty groups at the six universities. At UMass-Amherst, Council representatives including Patteson and Director of Women's Studies Ann Ferguson, took the document to the faculty senate.

"That's where we ran into trouble," Patteson reported. Some influential conservative faculty "got up in arms over it" because they feared the Council was trying to control their teaching and scholarship. She thinks most faculty support gender equity, "but implementation is the biggest bugaboo."

In truth, "We're not trying to tell people what to do. We're just trying to address some of the issues and bring them to light," Patteson explained. "We're not looking to overhaul the traditional system, just for people to open their eyes a little bit wider."

Unfortunately UMass has a strong and organized group of neo-conservative faculty, including Daphne Patai, a Brazilian lit professor and co-author of *Professing Feminism*. Patai called the plan "an attempted coup" and "a stunningly imperialistic move to put in place a questionable feminist agenda, thinly disguised as a plea for equal opportunity and fairness." In an opinion piece in the January 23 *Chronicle of Higher Education*, she compared

What's inside this February 1998 issue...

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'Vision 2000' Recommends for Gender Equity

After several years of sharing and brainstorming, the New England Council of Land-Grant University Women developed these core recommendations:

1. Foster accountability. Everyone on campus should be accountable for equity within their realms of authority. Faculty, chairs and deans need to be accountable for equity in the curriculum, pedagogy, and academic advising. Supervisors need to be accountable for equity in hiring, workplace behavior and career development. Student evaluations should include measures of gender equity in course content and classroom environment. Job descriptions and performance evaluations should include responsibilities for gender equity efforts. Presidents need to report annually on the status of women at their university.

2. Base action plans on research results. Annual seminars in each department should include at least one session on research of gender issues. Research programs need to equitably involve women as researchers and as beneficiaries of research.

3. Accomplish diversity initiatives. Critical masses of women, persons of color, persons with disabilities, and other underrepresented groups should be in all units and in leadership positions. Retention rates among underrepresented groups should be equal to the rates for other students and employees.

4. Promote family-friendly policies. For example, student health insurance would include year-round benefits for dependents, benefits would extend to domestic partners, and the tenure clock would stop or slow to provide probationary faculty with family leave.

5. Encourage women's academic and career development. This includes equitable access to the internet and other information sources, flexible scheduling to accommodate coursework, and release time for university service.

6. Establish and support women's centers. They would be the nucleus of networks organized for support and community action, and serve as the single best source of information, education and advocacy in matters of concern to women. They would also develop women's leadership and provide a safe space for women in an environment that can otherwise be hostile or indifferent.

7. End discrimination against women in the curriculum. Faculty whose students identify their courses, teaching style and mentoring as failing to be inclusive would not receive teaching prizes, satisfactory teaching evaluations, or merit raises. Academic departments that consistently show a disproportionately high drop-out rate for women would be penalized.

8. End sexual harassment and violence against women. Look for a visible and confidential support system, clear consequences for behavior, and zero tolerance of sexual assault and violence against women.

9. Correct inequities in hiring, promotion, tenure, compensation, and working conditions for women employees. There are no significant gender differences in achieving tenure, years in rank or compensation, according to such factors as the market value of disciplinary expertise, highest degree earned, and years in rank.

the outcome of "Vision 2000" to Orwell's 1984, with Big Sister replacing Big Brother.

The threat of vision

"If people really read the document, they will understand that the intention is not to make demands on anybody, but to simply address gender inequities in higher education. Each campus needs to look within itself to determine its strengths and weaknesses and to be inclusive," Patteson says. She thinks "Vision 2000" threatens some who perceive it "like a manifesto of some kind."

While the Council focused on getting consensus on the broad recommendations, some faculty stumbled on details of how to carry it out. Others waved red herring. What if someone demanded half the content of a class on Renaissance art reflect women's contributions, despite women hardly ever having participated in art during that era? What's to stop women's centers from exerting undue control over promotion and tenure, compensation and classroom instruction?

While critics charge the document would infringe on faculty's academic freedom, the real issue is academic "freedom for everyone involved," Ferguson notes. So far critics haven't appeared particularly concerned about protecting the academic freedom of women, minorities, and even students. Nor do they usually consider that academic freedom implies academic responsibility and students being exposed to "a marketplace of ideas," Ferguson suggested.

The phrases "academic freedom" and "political correctness" can mask the real issues and sidetrack people. Some critics use the phrases to label "those of us who are trying to challenge existing institutional patterns from a concern for greater justice and democracy," she said. Some critics apparently "haven't read the document or twisted some of the information," Patteson suggested. The Council's aim remains "getting the nine recommendations endorsed and looking at the broader goals," she said. "The implementation is negotiable."

The Council hoped to get endorsement by heads of the six schools at the group's February meeting. In the meantime, they'll continue to communicate the aims of "Vision 2000" on their own campuses. And try to educate the national media as well.

—DG

For more information, contact Ferguson and Patteson at the Women's Studies Program, 208 Bartlett Hall, University of Massachusetts, Amherst, MA 01003-0530; (413) 545-1922.

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Ex-VA Tech Student Can Sue for Rape, Federal Appeals Court Decides

For four years, former student Christy Brzonkala has been seeking justice from Virginia Tech and two former football players she says raped her in 1994.

Overturning a lower court opinion, the 4th Circuit U.S. Court of Appeals voted 2-1 to allow her suit. The decision upholds the constitutionality of the Violence Against Women Act of 1994, which allows victims of gender-based crimes to sue their attackers in federal court. This will be the first case under the 1994 law.

The ruling also allows Brzonkala to sue under Title IX of the Education Amendments of 1972, which forbids sex bias by schools that get federal funds. It said the school's failure to remedy a "known sexually hostile environment" can be discrimination under the law.

Brzonkala sued in 1996 for $8.3 million, the same amount Virginia Tech earned by playing in the Sugar Bowl in December 1995. Her complaint was originally handled by the school, which she said failed to remedy a known hostile situation and gave the men slaps on the wrist so they could continue to play football there.

One of her lawyers, Eileen N. Wagner, said the ruling puts schools on notice that once they know sexual harassment is happening, they'd better do something about it. It can benefit women on all college campuses.

"What it says to me is that the court takes this business of sexual assault very seriously — much more seriously than the colleges do. The language of the opinion was very strong." Wagner said.

Reports are from *WIHE* April 1996, the *Birmingham Post-Herald* on December 24, 1997 and the *Chronicle of Higher Education* on January 9, 1998.

Binge Drinking is Equal Opportunity Killer

In November *WIHE* reported a recent epidemic of binge drinking on campus had killed male students at MIT, Louisiana State University, Virginia Tech and U-Mass. Now it's spread to women students as well.

University of Virginia student Leslie Anne Baltz fell down a flight of stairs in December, fatally striking her head. A senior honors student majoring in art history, she had a blood alcohol content more than three times that outlawed for driving.

Indiana University in Pennsylvania first-year student Lorraine Hanna attended a New Year's Eve party with her twin sister and then went to a nearby apartment to sleep. When her sister went to get her the next day, she found Lorraine had fallen into a coma and died. The party's hosts may be charged with involuntary manslaughter, according to district attorney Robert Bell.

Reports are from *The Huntsville Times* on December 2, 1997, and the *Wisconsin State Journal* on January 2, 1998.

Meanwhile, a new survey indicates sorority and fraternity leaders are the biggest drinkers on campus, where the Greek system encourages undergraduate drinking.

Based on a responses by 25,400 students at 61 schools, an article in the January issue of the *Journal of Studies on Alcohol* reports 55% of sorority leaders engaged in binge drinking in the previous two weeks, compared to 46% of sorority members and 26% of non-sorority members.

Comparable figures for binge drinking by fraternity leaders are: 74% of leaders, 58% of members and 42% of non-members. The study defines binge drinking as consuming five drinks at a sitting.

Shalala to NCAA: Cut Alcohol Promos for College Sports to Control Binge Drinking

Citing statistics showing almost 90% of college students have used alcohol and 40% have indulged in binge drinking, U.S. Secretary of Health and Human Services Donna Shalala asked participants at the NCAA convention to quit all links of alcohol to college sports.

"As you know, right now advertising restrictions only apply to NCAA championships," she said. "Frankly, I don't think that's good enough. We need to sever the tie between college sports and drinking. Completely. Absolutely. And forever.

"That's why I believe the time has come for schools to consider voluntary guidelines that say: No alcohol advertising on the premises of an intercollegiate athletics event. No bringing alcohol to the site of an event. No turning a blind eye to underage drinking at tailgate parties and on campus. And no alcohol sponsorship of intercollegiate sporting events."

She congratulated schools like North Carolina, Baylor, Brigham Young University and soon the University of Minnesota for rejecting alcohol sponsorship of sporting events.

As former chancellor at the University of Wisconsin-Madison, Shalala knows the temptation to solve severe budget problems in the athletics department by grabbing dollars offered to promote alcohol at college sports events. The quick-fix leads to greater problems down the road.

Shalala also said schools haven't done enough to support women in athletics, despite enormous support nationally for Title IX.

Lessons learned from athletics programs have been a positive force for leaders in the past, and will help shape future leaders, she said. "As we train the next generation of leaders, we have to recognize that women will be everywhere, from the courtroom to the boardroom to the Oval Office."

She outlined a five-part program for developing opportunities for women in athletics:

- Helping women acquire leadership skills
- Funding equity for women's athletics
- Forming public/private partnerships to find and support young female athletes
- Discouraging risky behavior by young women, including using drugs, alcohol and tobacco
- Displaying real confidence in women's athletic abilities.

The report is from the *NCAA News* on January 19, 1998.

Rape of 5 Students Visiting Guatemala Jeopardizes U.S. Foreign Study Plans

When 13 students on a tour from St. Mary's College MD were robbed and five of them raped in a sugar cane

field last month, critics questioned why the program continued despite State Department warnings that daylight robberies and rapes were frequent on the very road they traveled.

"Danger is a part of the human experience at some level," explained tour leader professor Jorge Rogachevsky, who had often traveled the road when he lived in Guatemala several years ago. "Part of education is to reach out and expand into areas that are somewhat unknown that have an enriching quality."

Leaders at other colleges are checking their legal, moral and ethical responsibility for protecting students in an increasingly violent world,

According to the latest State Department travel warning, "While violent crime has been a serious and growing problem in Guatemala for years, 1997 has seen a marked increase in incidents involving American citizens." In Guatemala City shootings, kidnappings, rapes and violent assaults have occurred during daylight hours, according to the *Wisconsin State Journal* on January 21, 1998.

New Writing Section in PSAT Helps Girls, But Test Retains Bias Against Females

The addition of a new multiple-choice section on writing skills in the PSAT has slightly narrowed the gap between scores for girls and boys, but the test still shortchanges females in qualifying for $25 million in National Merit Scholarships based on scores.

After FairTest and the American Civil Liberties Union filed a civil rights complaint about gender bias on the test, the U.S. Department of Education settled with the College Board, sponsors of the test. The settlement included adding a multiple choice writing skills section in 1996.

With a scale of 20 to 80 in the new writing section, girls outperformed boys, 49.8 to 49.0, which caused scores on the verbal section to be a little less skewed toward males, 48.9 for males to 48.7 for females. Males continue to dominate the math section, averaging 50.9 compared 47.6 average for females.

"This was a Band-aid for a fundamental problem and one that would not close the wound," said FairTest's Robert A. Schaeffer. "Girls are still cheated out of their fair share of National Merit Scholarships, which they have earned by doing better in the classroom in high school and college."

Last year two million high school juniors took the PSAT, but girls won only 44% of the $25 million in scholarships.

In April the Department of Education will decide whether the slight improvement in female scores is enough to satisfy FairTest's gender bias complaint, according to Norma Cantu, assistant secretary for civil rights.

Harassment Epidemic by Football Coaches?

Two former California football coaches are being accused of sexual harassment by their former assistants.

Vicki Gould, former secretary to ex-coach Jim Sweeny at Fresno State University, filed complaints with the state saying he asked his 52-year-old secretary to show more cleavage, called her a "Prozac Queen" and forced her to carry money to players and coaches. Sweeny said university lawyers advised him not to discuss the case.

Norma Navarro, former administrative assistant to ex-coach John Robertson at the University of Southern California, has filed a lawsuit accusing him of sexual harassment and the university of sexual discrimination. She is also suing associate athletic director Steve Lopes, who approved her firing. "I'm denying the charges," Robertson told the Associated Press. "The university has asked me to let them handle it."

Reports are from the *Wisconsin State Journal* on December 13, 1997 and January 13, 1998.

Simon Fraser U. Prez Quits with Parachute

Six months after enduring severe criticism and a reversal of his ruling in a highly publicized campus sexual harassment case, Simon Fraser President John Stubbs has resigned. He will receive a severance package of $315,000 and return to the history faculty of the British Columbia school next year.

Stubbs had been on a six-month medical leave for depression resulting from the harassment case. Last spring a student accused swimming coach Liam Donnelly of harassment and assault, and Stubbs fired him. Donnelly denied the charges and ultimately the school hired him back, paying him $35,000 in legal costs and the student $12,000 in compensation for counseling costs, lost job opportunities and injured feelings.

The case greatly embarrassed the university and led to changes in the way it handles charges of sexual harassment, according to *The Globe and Mail* (Toronto) on December 13, 1997.

Ex-Citadel Cadet's Lawsuit to Mediation

Last year two of the four female cadets admitted to the Citadel quit over hazing by male cadets who couldn't accept them on the formerly all-male campus. Both have since filed lawsuits.

In January, Jeanie Mentavlos agreed to mediation to try to settle her suit against The Citadel and five male cadets, according to the *Democrat & Chronicle* (Rochester NY) on January 7, 1998.

Alabama Supreme Court Relaxes Tenure Rules for Part-Timers at 2-Year Schools

If you like teaching at two-year colleges but crave job security, move to Alabama. Ruling that the state's Fair Dismissal Act applies to instructors at the state's two-year colleges, the Alabama Supreme Court made it easier for instructors who work at least 20 hours a week to get tenure.

Instead of needing three years of continuous work to get off probation, instructors can now get tenure after accumulating three years in any combination of jobs at a campus.

Instructors Barbara Dinkins and John McLeod sued Wallace State Community College over reductions in their teaching loads and hours without a hearing, according to *The Huntsville Times* on November 27, 1997.

Tips for Opening Doors to Women in Leadership

How can we help women advance into leadership today? Those who elbowed their way up a generation ago were self-propelled and self-taught, beating a system blatantly designed to keep them out. Laws and times have changed, but the problem isn't solved.

Women are still rare at the top, and there's no longer anything as simple as a rule or law to blame. Three leaders who spend their lives helping women move into campus leadership are **Adrianna Kezar**, associate director of the ERIC Clearinghouse on Higher Education; **Bertha Hamilton,** coordinator of career services at Howard Community College MD; and **Cynthia Secor**, director of HERS Mid-America at the University of Denver CO. They formed a panel at a Washington DC conference on women's leadership in November 1997 sponsored by the American Association of Colleges and Universities. ,

To pioneers like Secor, explicit barriers to women a generation ago suggested a clear line of attack: "I couldn't imagine what they were training me to be a professor of, since they didn't hire any women." Today, subtle structural barriers interact with flawed cultural values, inadequate training and excess individualism to restrict women.

Leadership is about being knowledgeable and streetwise, and having passion and guts.

What's your school's structure?

Look at how your school's structure does or doesn't facilitate women moving into leadership. Downsizing, rightsizing and abolishing tenure can hit women especially hard. "Redesign the structure of leadership," Secor suggested. Create teams to replace hierarchical roles and linear career paths left over from an earlier era.

Most policies and employee benefits in place today were designed for two-parent households, where men went to work and women stayed home. By the year 2000, 60% of all women above age 15 will hold paying jobs. We need new structures to support women trying to reconcile the demands of job and family.

There aren't enough positions for every talented woman to rise to president or dean. "As we flatten the organizational structure at my university, there are fewer opportunities for young women," Secor said. "We have educated people beyond our capacity to assimilate them. We have to keep creating spaces for each other."

Women need to recognize ways to be leaders regardless of their title. If you're in a non-standard spot on the org chart, you never know what you'll be asked to do next. Grab any leadership chance that comes your way, whether or not it's in your job description, Secor said. Don't kick it upstairs to someone whose title seems better matched to the level of leadership required. Go for it.

Check the culture

Many models help women move up address institutional structure but ignore culture, values and ethics, **Adrianna Kezar** said. The current culture of efficiency undervalues collaboration and inclusiveness.

A perspective outside the center is a good starting point to challenge the status quo. Secor started HERS in Denver 24 years ago. "We were Western, and the East Coast ran everything. We were marginal," she said. To open doors to women and minorities, start by getting intentional about human values. Use stories and symbols and rituals about women to facilitate their success.

Is there leadership development?

Often there's a poor fit between the skills women bring to leadership and employers' expectations. Training programs by and for women can help them negotiate the alien territory. "Leadership is about being knowledgeable and streetwise, and having passion and guts," Secor said.

After four years of community college teaching and counseling, **Bertha Hamilton** grew through the Kaleidoscope leadership program for women of color, and a sabbatical leave. She came back to a reorganization that put her in charge of career development. "The training made me take risks. When you're within your comfort zone, it takes a lot to step out and take a risk," she said. The women at Kaleidoscope helped overcome her fear of pursuing a PhD. "You can do it. Get out there and do it," they told her. Successful confrontation of each new risk builds strength for the next one. In April she stuck her neck out by turning a high school career workshop into a radio talk show. It's important to get mentors outside your school, Hamilton said. Seven college presidents who were women of color shared their leadership styles and strategies for survival, including:

- **Cope with crises** by facing them instead of sulking.
- **Nurture yourself** with creative interests and take advantage of campus-based wellness programs. "We spend a lot of time taking care of others and neglect ourselves."
- **Get to know as many people on campus** as you can, including security personnel and janitors. Be very visible.

What's politics got to do with it?

With token women to prove the possibility of advancement, some say it's all up to the individual woman to do it alone. Not so. We still need to create a common vision and pursue collective goals, working politically to make structural and cultural changes and get resources for the kind of training women need.

Political solidarity is a challenge because women themselves are so diverse. Some identify as men. Some are comfortable in the system, while others have adapted enough to survive. It's very important to know who is which type. "Women are a mixed bag. Some are nice and some are not," Secor said.

It can be hard to talk across lines of race and religion and class. "We can't lead women unless we intuitively understand what a wide, wide stretch we're talking about." Cross as many lines as you can, she said. Have all the conversations you can with people who seem different from you. We need to talk to each other to understand how much we really have in common. ■

—SC

Phone Adrianna Kezar at (202) 296-2597; Bertha Hamilton at (410) 772-4800; Cynthia Secor at (303) 871-6866.

'Atlanta Semester' Links Academics with Activists

What excites Isa Williams most is "We're devoting a whole semester to the idea of women and leadership, a leadership really shaped by women's values and beliefs."

When Agnes Scott College GA hired her in 1995 to direct its new Atlanta Semester program, Williams had just started teaching there part time. She also taught at Spelman College while finishing a dissertation at Emory University. "It was a risk for me to take on a second part-time job before I completed my degree, but the way it's turned out has been wonderful." Now she's busy more than full time, connecting women students with community activists.

Isa Williams

Brainchild of a college strategic planning process that began in 1991, the pilot Atlanta Semester began in spring 1995 with a handful of students from Agnes Scott and one from Spelman. The 1996 session opened to students from colleges around the country. Offered once a year in the spring semester, it now has about 16 students.

How the Atlanta Semester works

Four program components reinforce each other to integrate town and gown, theory and practice, classroom and experiential learning:

1. Internships. Atlanta is rich in resources where students can learn by doing. Internship sites include The Center for Disease Control and Prevention, the Carter Presidential Center, the Turner Broadcasting System, museums, a theater, bank and newspaper.

2. Seminar. Williams leads a seminar on women creating social change, past and present. She conducts some sessions, and brings in Agnes Scott faculty from political science, history, women's studies, economics and anthropology. Multi-ethnic feminist theories get special attention.

It teaches a new respect for the intellect and competence of people who may not be academics.

3. Speakers' forum. Scheduled for two hours, the forums often run much longer. A Q&A session and reception let students interact informally with a wide range of speakers from Bylle Avery, founder of The National Black Women's Health Project, to former First Lady Rosalynn Carter.

4. Independent research. Research projects draw on the internships and seminar. An intern with two AIDS groups studied the impact of AIDS on African-American women. A student whose internship included being a guide/interpreter at an 1840s farmhouse wrote on "Sewing the Scraps of Their Lives: Women, Quilting and Social Change."

Each participant takes all four program components for a total of 13 academic credit hours. At Agnes Scott, students can apply the credit to their major or minor.

Bridges to the community

Bringing academics and activists together means admitting the academy doesn't have all the answers, a rare acknowledgment of how community activists can contribute to understanding society. "Action has to inform theory," Williams said.

Activists appreciate the college's show of respect. Her biggest surprise was the enthusiastic response from the Atlanta community. She got more offers of speakers and internships than the program can absorb: "I have to learn to say 'no' when I want to say 'yes.' I never envisioned the magnitude of community support."

An advisory board of civic leaders helped guide the program's creation, along with a faculty advisory committee from the college. Agnes Scott College's strong support benefits both the program and community relations.

Williams sees the main lesson for other colleges and universities as "the value of community resources and the importance of engaging students in the community as partners. It teaches a new respect for the intellect and competence of people who may not be academics."

New visions of leadership

An internship at Hands-On America gave 1996 participant and long-time volunteer Michelle Frost her first view of planning and organizing behind the scenes at a volunteer operation. "The women working there are strong, so I'm picking up a lot from them in terms of how to present myself as a woman and be taken seriously," she said.

For 1995 participant Mariotta Smith, "The women I've met are working on matters that benefit women. Through them I've gained knowledge on how to remain focused on one's goals professionally and personally."

About 90% of the speakers and internship leaders are women. Speakers urge students to risk making a difference, see humanity in everyone, know when to lead and when to follow, care enough to speak out, choose healthy ways to deal with conflict, use political and economic power wisely and forge relationships and coalitions.

For young women who grew up seeing only men in leadership positions, hearing successful women speak from experience suggests new possibilities.

Some women they meet fit no conventional leadership model. This year's program includes a visit to De Kalb County's "International Village," a neighborhood of recent immigrants from many different countries. Students meet immigrant women who have risen as local leaders, and hear how they're finding their voices as new citizens.

Williams considers the program a success for every student who learns to participate instead of "just passively sitting there." She believes the opposite of leading isn't following but opting out. Internships, speakers' forums and the seminar let students try on many forms of involvement. "Just to actively engage in the dialog is a form of leadership," she said.

—SC

Isa Williams spoke at the Women in Higher Education conference in San Francisco, sponsored in January by the University of Texas-El Paso. Phone her at (404) 638-6886; e-mail iwilliams@ness.agnesscott.edu

If They Can Crack 800 Years of Male Style at Cambridge U...

For 800 years, Cambridge University in England has been run by and for men. Although 28 of its 34 colleges now admit women (up from just 4 in 1971), until recently history students needed top skills in verbal combat. Arguing a weak point forcefully beat mastering facts and considering a range of hypotheses. No wonder women lost out.

Now all that's changing. Laura Donohue, who taught at Cambridge while earning a doctorate there, told the 1998 Women in Higher Education conference in San Francisco, is excited by recent changes. "I want to let people on this side of the Atlantic know what's happening."

Reforms followed the report of a Gender Working Party (GWP) appointed in May 1993 to investigate the gender gap in final history exam results. In 1993 "Firsts" went to 16% of men but only 2% of women on the first part, and 21% of men but only 7% of women on the second. The GWP found exam scores were part of a larger problem: Cambridge history faculty downgraded women for gender-related differences in style. Sound familiar?

The GWP report in February 1994 stimulated broad discussion and debate at Cambridge, and the history faculty adopted most of its ideas. After 800 years, you can now succeed in history at Cambridge University without thinking and talking like a man. Here's how it happened.

Admissions

At Cambridge, each separate college handles its own admissions. Women admitted to Cambridge scored nearly as well as men on entrance exams, but the male faculty who do most admissions interviews prefer confrontation over rapport. Confrontational interviews obscure women's academic strengths, as though they're being interviewed in a foreign language. Some even admitted female candidates for their sexual attraction rather than brains.

Responding to the GWP report, **workshops** highlight gender differences in interview styles. Interviewers learn that a quieter, more tentative style needn't reflect lack of self-confidence or academic ability.

Teaching

Women students resent men who dominate class discussions on the basis of very little reading and lecturers who reward them with attention. Women expect a higher ratio of preparation to noise. Their tendency to keep quiet unless they know what they're talking about makes them spectators in the disputes that Cambridge tradition calls intellectual discussion.

Teaching at Cambridge relies on intense individual "supervisions," where a student listens to her gowned faculty supervisor critique her weekly essay for an hour. The personal chemistry between student and supervisor can make supervisions the most intimidating or the most rewarding part of the college experience. Women students put more into their work and identify strongly with it, taking criticism more personally because they're invested.

After 800 years, you can now succeed in history at Cambridge University without thinking and talking like a man.

The GWP persuaded the history faculty to revise its **handbook for supervisors**. New guidelines recommend supervision as a conversation instead of a lecture, and giving criticism in a friendly and constructive manner, since hostile or overly negative criticism can devastate student morale.

Laura Donahue

Many women dislike argument for the sake of argument, and prefer to defend only statements they believe. Supervisors who relish a good argument may write off such students as dull. In a sharp break with tradition, the new handbook affirms "cautious, discursive and synthetic approaches can be as important a part of the historian's repertoire as the more purely argumentative and self-assertive styles of writing that some supervisors commend as the model."

Evaluation

Long hand-written exams determine who gets grants for post-graduate historical research. Reluctant to use computers so they can follow students' thought processes as they edit and revise, faculty graders can usually tell a student's sex by their handwriting. Evaluations rewarded the ability to marshal facts quickly to defend any position and penalized a more painstaking search for truth. Top marks went to papers written with daring, ingenuity, self-confidence, thin informational support, a single conclusion and rejection of alternatives.

Lower marks went to papers showing factual mastery, caution, analytical reasoning, consideration of several hypotheses, synthesis of multiple perspectives and strong investment in doing it right.

Today the colleges have clarified **instructions for students** by explaining what's expected. And they more carefully review borderline exam results, where the balance used to tip favorably less often for women.

Awareness and resistance

The GWP struggled to its conclusions. "At first they were very resistant to the idea of different male-female communications styles. Gradually they came to realize that it's a male-oriented environment into which females have been thrust in the last quarter century," Donohue said.

Responses vary by college. Some still resist, saying "Gender has nothing to do with rigorous argument." Progressive colleges like Churchill, one of the first to go coed, have been more responsive than Peterhouse, which greeted the admission of women by burying a coffin on the college grounds.

The history faculty created a committee to monitor issues raised in the GWP report and study other gender issues like under-representation of women on the senior history faculty. A lively new campus debate questions how history should be written and evaluated, a debate Laura Donohue hopes will spread on both sides of the Atlantic.

Why Hispanic-American Women Succeed in Higher Ed

Hispanics are the fastest-growing ethnic group in the U.S., but their education doesn't keep pace. As 8.2% of the population, Hispanics earned only 4.7% of 1994-95 bachelor's degrees, 3.2% of master's and 2.2% of PhDs. Hispanic women earned 496 doctorates or 1.1% of the total.

Conventional wisdom blames deficiencies in Hispanic culture: low self-esteem, low aspirations, low motivation, lack of self-discipline, fatalism, anti-intellectualism, lack of English proficiency and orientation to the present instead of the future. The culture supposedly victimizes women by forcing them into passive, subservient maternal roles. Studying low achievers, researchers condemn family background and flawed parental values.

...they drew on family, language and culture as sources of strength.

Helen Garcia, of Garcia & Associates in Redlands CA, asked a different question: Why do successful Hispanic-American women succeed? She spoke at the 1998 Women in Higher Education conference about what she learned from 15 Hispanic women who completed PhDs. In a separate session, Norma Martinez-Rogers, psychiatric nurse at the University of Texas at San Antonio, spoke on career progress among Mexican-American women faculty.

Hispanic culture is not monolithic. "A rich Hispanic from outside the U.S. doesn't walk in the same steps as one from the projects," Martinez-Rogers said. Apart from Spanish and usually Catholicism, differences outweigh similarities. Those Garcia interviewed called themselves Hispanic, Chicana, Mexican-American, Mexican and Navajo/Mexican-American. Their parents ranged from motel maids and farm workers to architects and attorneys. Far from "overcoming cultural deficiencies" to complete doctorates, they drew on family, language and culture as sources of strength.

Family and language

"Family support was mentioned over and over." Their families believed in education despite wide differences in educational background. One's mother had a first grade education, another had a JD; one's father had never attended school, another had a PhD. Support from mothers was especially important. Most were first generation women college students; they also started later.

Being in school was never an excuse to shortcut family duties as daughter, wife, partner, mother or caregiver. "The family held very high expectations for her fulfilling her family responsibilities at whatever age."

Although 13 of the 15 were born in the U.S., only two grew up in predominantly English-speaking homes. Coming from Spanish-speaking or bilingual homes didn't prevent them from mastering standard English or excelling in school. "Being bilingual is not a 'deficiency' to be overcome," Garcia said.

Marginal academic preparation

They described their high schools as racist, sexist and academically mediocre; some were "really, really bad." Their own initiative helped overcome the deficiencies. Cultural characteristics that helped: self-discipline, sense of duty, thinking in Spanish, watching very carefully and following examples, seeing interrelationships, looking for all the possibilities, thinking in a circular manner and taking the initiative.

Despite continuing bias, they all did well in college and grad school. Cultural traditions helped them demonstrate their knowledge, by: recognizing links between language and culture, modeling behavior and treatment of others, caring for others, telling stories, interacting and communicating with style, speaking and writing Spanish and sharing old traditions.

Positive self-image

The great majority named family and community involvement as measures of their personal worth and of personal and academic success. Although nearly half doubted their ability to earn a PhD, most considered themselves leaders. Asked to list leadership qualities that helped them academically, they mentioned many standard traits, plus four not usually associated with leadership: survival skills, political involvement, pursuit of social justice and being bilingual.

What comes after the PhD?

What career prospects await Hispanic-American women who push on to earn PhDs despite weak high schools, economic problems and race and gender bias at all educational levels? Some get jobs in community colleges. Martinez-Rogers was able to identify only 96 Mexican-American women teaching at research universities. Their job satisfaction was equal to that of white women but reflected different factors. They faced persistent stereotypes: "Oh, you got here on time. I thought Mexican-Americans were always late."

They start jobs at a lower rank and salary than white women with equal education. Job security is poor. About a third are assistant professors and slightly fewer are associate professors, mostly untenured. Many relate poorly to department chairs who don't believe they can do the work. They're left out of the collegial relationships that are crucial for getting tenure. They're expected to advise all minority students, whether or not they share the same culture.

As tokens, they're put on committees with men who ignore their ideas. Instead of curriculum or faculty development committees, which help get promotion, they're assigned to equal opportunity or affirmative action.

"We're more apt to love teaching than research. We know there must be role models." She thinks a lack of mentoring is the main reason Hispanic-Americans are underrepresented in higher education. Minority students need mentors who respect their culture, instead of telling them to overcome it.

Successful Hispanic women model for others the ways their culture fosters academic achievement. "In my heart I know I'm Mexican. I still believe in touching the eye and herbal teas," Martinez-Rogers said. "Some of us don't want to assimilate, to lose who we are as Latinas." ■

—SC

Call Garcia at (909) 793-4381; Martinez-Rogers at (210) 567-5887.

Great Expectations: Women PhD Students with Women Faculty

With so much talk about mentors and role models, you'd expect a female student who does her doctoral work with a female professor to be in heaven. It's not always so. High expectations for female-to-female and student-to-teacher relationships don't always mesh. The result can be disappointment or frustration for both student and professor, Mary J. Fambrough explained at the 1998 conference on Women in Higher Education held in January in San Francisco, sponsored by the University of Texas-El Paso.

Mary Fambrough

As grad students puzzled by bad relations with female faculty, she and Susan Ann Comerford interviewed dozens of doctoral students plus several professors about their experiences as women working with women. Most students hadn't thought about it.

"You know, it's funny that I've never thought about this before," one student said of a female teacher. "My hurt response to her attitude that she didn't care about what was going on in my life personally—she only wanted to discuss my project—well, I never would have been hurt if a male faculty member had acted that way. In fact, I probably would have just started talking about my project right off the bat with him."

Women students held very different expectations for female and male faculty in seven key areas. (See chart.)

Uncertainty, distrust and betrayal

Generalizing from other female relationships, women students look to women faculty for warmth, nurture and acceptance in addition to academic guidance. They expect time-starved women professors to be available for the long personal conversations they wouldn't dream of expecting from men.

Students expect faculty to communicate in gender-based styles: women talk to connect on an equal plane, building intimacy through personal disclosures, while men talk to negotiate rank in a hierarchy. Women students feel devalued when women faculty invoke superior status. They feel betrayed when their personal revelations receive an authoritarian response.

Women's boundaries between private and public interactions are less defined than men's. Women students who baby-sit, house-sit or room with a female professor are hurt when the professor chooses a male student as an assistant. Hopes for objective academic evaluation get lost in expectations of personal loyalty.

Dilemmas for female faculty

The overlay of academic expectations with those from women's subculture puts women faculty in a triple bind. Their male senior colleagues who control promotions and tenure have one set of expectations. Their women doctoral students have another. Finally, women faculty carry their own assumptions about female-to-female interactions.

Eight themes emerged as issues for faculty women who supervise women doctoral students:

1. The faculty women expect more understanding and support from female than male students, especially if the women students have significant life experience. They hope women students will actively desire to work with them.

2. They feel hurt and devalued if women students chose male advisors or committee members instead of women. They may decide the students don't respect them as scholars.

3. They often see themselves as competing with men for women students. They feel they can't attract students if men have greater power or influence.

4. They know that cultivating warm relations with students doesn't help them toward promotion or tenure. They're evaluated on the same basis as men: research and publishing.

5. Most of their role models are men, who offer little guidance for women working with women. Success and security depend on following male examples.

6. Often their most powerful colleagues are men, who have the most to gain by maintaining the status quo. Women faculty who break the mold can pay dearly.

7. Many in male-dominated disciplines don't know where to begin to improve relations with women doctoral students.

8. Not all women are alike. Some don't want to invest time and emotional energy beyond the requirements of the professional relationship. To them it's just one more case of unfairness when women students pressure them to give more time and energy than men faculty offer. ■

—SC

Call Fambrough at Case Western Reserve University OH, (216) 932-4952.

Women Students' Expectations for Faculty

Female	Male
1. Professional role as mentors:	
trusted confidante	role model
encouraging supporter	standard setter
	evaluator
2. Assumed motivation:	
student's growth	protect space
chance to collaborate	protect time
mutual benefit	further their own work
3. Relative status in academic setting:	
peer-like	one-up/one-down
4. Model for relationship:	
mother-daughter	father-child
teacher-schoolchild	boss-subordinate
sisters	expert-apprentice
friends	executive-trainee
co-workers	seducer-seducee
5. Guidelines for student-professor etiquette:	
women's friendships	academic norms
collegial relationships	specific discipline
6. Breadth of relationship:	
span public & private	usually public only
7. Criteria for evaluation by students:	
acceptance/support	status and power
warmth/nurturance	network of influence
loyalty/tolerance	scholarly ability
consideration	professional competence
friendliness	compatible style
gentleness of feedback	academic contribution
scholarly ability	challenge
professional competence	response to sexual energy
network of influence	

Out on Campus: Lesbian Faculty Make Tough Choices

Just because your college anti-discrimination policy mentions sexual orientation doesn't mean lesbians can relax. More hate crimes target lesbians and gay men than any other group in the US. Studies show 65-72% at major universities have been insulted on campus and nearly a third experienced physical as well as verbal violence.

Alice Adams

An English-department search committee member rejected a well-qualified candidate because she was lesbian, saying "She doesn't have what our students need." He'd forgotten there was a lesbian on the committee. Such incidents pressure lesbians to keep their orientation private. But unless they speak up, straights will continue to picture gays in a seedy underworld of lurid sex, an image that fuels the violence.

What's a lesbian to do? "Our presence simultaneously evokes and silences homophobic responses," said Alice Adams, who teaches English at Miami University in Oxford OH. She, Margaret Duncombe (sociology, Colorado College) and Linda Garber (women's studies, California State University, Fresno) spoke at the Women in Higher Education conference in San Francisco in January 1998. They agreed coming out is worth the risks.

Colleagues discourage an out lesbian from talking about her sexual orientation, then treat her as if she's straight.

Not all lesbians do. Many stay closeted for survival, at least until they get tenure. Some cater to the straight majority's comfort by denying they experience any harassment. Some reject the word *lesbian*, dividing their lives into rigid compartments. Too many resign, finding "the burden of other people's insanity is too heavy to carry."

Margaret Duncomb

How out is out?

"Silence and invisibility are the default states for lesbians in academia," Adams said. Like the lesbian on the search committee, each must decide again and again whether to assert her presence. "It is never a closed subject for any of us." Colleagues discourage an out lesbian from talking about her sexual orientation, then treat her as if she's straight. If she speaks up repeatedly, she's strident and a possible threat to women students. If she keeps silent, she helps the majority to erase her.

Coming out fully means not just making differences visible, but talking about them. Many straights willing to hire a lesbian don't want her to make sexual orientation an issue, just as some whites don't mind hiring an African-American so long as she never mentions race. Diversity's fine provided no one has to deal with it.

Some lesbian professors are out to colleagues but not to students. Those who come out to students must start over each semester; Duncombe always comes out on the first day of class. "A few students do drop after the first day, but I assume they found a better course... I never ask questions that would challenge my assumption."

Garber, who said she was hired because she's a lesbian, came out to undergraduates for her own sanity and integrity, and to offer lesbian and gay students a lifeline. Payback comes in student evaluation forms that say "should be more circumspect in her lifestyle" or "needs a razor blade – hairy legs suck." It's impossible not to take them personally since student evaluations influence tenure decisions. "Homophobic student evaluations are a form of university terrorism," she said. "Nobody feels it's safe to be out in the culture of their school. It's not a safe thing to do in a homophobic society. It's not safe to be a woman or black, either."

Linda Garber

Adams complained that often her sexual orientation is an overriding factor to students, who ignore her teaching ability. Another lesbian faculty member said, "It hurts my feelings when I pour my heart and soul into teaching a class, and all they can do on the evaluation is rag on me for being a dyke and not shaving my legs."

Homophobia and women's studies

Women's studies programs are full of man-hating lesbians, some say. Students in women's studies regularly must defend themselves against the "charge" of lesbianism. More than one women's studies director has hidden her lesbianism to protect the program.

Duncombe worried that her sexual orientation made students reject feminism and women's studies. Many who didn't mind her lesbianism feared being called lesbians themselves. Hurt and angry, she overworked to demonstrate her own worth, stressed the compatibility of feminism with heterosexuality and struggled to prove that sleeping with women didn't mean hating all men.

In time she decided she'd reversed cause and effect. Women students fear being considered feminists; their rejection of lesbianism is secondary. Feminism makes college women face the realities of their experience. It demands political action. Feminists risk disapproval by male friends, family members and potential mates. As Lisa Maria Hogeland wrote in *Ms.* in 1994, "When you live on Noah's ark, anything that might make it more difficult to find a partner can seem to threaten your very survival."

Threat of the *lesbian* stigma limits women's choices and keeps them from challenging male norms as long as women "accused" of lesbianism defend themselves by asserting their heterosexuality. During World War II, when the Nazis occupying Denmark required Jews to wear the Star of David, some Danish gentiles resisted by wearing the Star of David voluntarily. In the same spirit,

feminist goals would benefit if all women were willing to be called lesbian whether they are or not.

Safe classrooms or education?

Coming out as a lesbian isn't just risky for the teacher, it throws students off balance. Gay students may interpret the teacher's openness as a demand to come out before they're ready, Adams said. For straight students, "understanding that you are living just one of multiple possibilities is a very different experience from believing that you inhabit the seamless totality of the One Sexuality."

Some react by "coming out" with their own fear and hate. Their alleged self-revelation fails because they project responsibility for their feelings onto the people they hate and fear.

Before Adams came out, a male student said "we" should arrest all of "them," send them to an island and nuke the island. She reminded him that statistically, probably two of the 20 people in the classroom were lesbian or gay. He looked bewildered as he realized he proposed to nuke his own classmates.

"Safe" classrooms are a popular but overrated ideal. Making a classroom safe for homophobes exposes lesbians to attack. Teachers who insist everyone is all right may fail to confront students who voice hurtful views.

"My classroom is inherently political," Duncombe said. Politics isn't safe. Challenging norms and assumptions makes students uneasy but stimulates learning. Instead of skirting the issues, she prefers to put them on the table with exercises like:

- **In-class essays** about a situation in which a student was called a lesbian. What was she doing, who labeled her and how did she respond?
- **A student panel** of lesbians, bisexuals and gay men to answer anonymous written questions.
- **Explicit discussion of heterosexuality** instead of accepting it as "normal."

Some may feel threatened. So what? Too much safety breeds complacency. "I'm doing my job and doing it well when students complain. Making students uncomfortable has to be OK sometimes," Garber said.

—SC

Phone Alice Adams at (513) 529-7511, Margaret Duncombe at (719) 389-6000.

E-Mail Mentoring for Women in Science, Engineering Goes National after Pilot

After a successful two-year pilot program at Dartmouth University to mentor women in engineering and science by e-mail, the program went national this fall. With 15 schools in the start-up phase, MentorNet links mentors in industry with female students who need to learn the ropes, stay motivated and stay in the non-traditional fields for women.

Carol B. Muller, who started the pilot at Dartmouth as assistant dean of the school of engineering, is program director. MentorNet is organized thru WEPAN, a non-profit organization designed to improve the climate for women students in engineering.

"With only 9% of the employed engineers in the U.S. being women, there's a long way to go for equity," Muller said. She finds engineering an ideal field for women because it's the wave of the future, lucrative and offers flexible job opportunities once you establish a track record.

"I had the idea, got the original grant money, hired an assistant director who reported to me and set up the pilot program at Dartmouth," Muller said. She got $400,000 in start-up funds from AT&T and Intel.

Evaluations of the Dartmouth pilot program were so glowing that they decided to proceed nationally. "We knew from the beginning that if it worked, we'd want to go national to benefit from economies of scale."

Now relocated to California due to a spousal job change, Muller operates the national program from an office at San Jose State University, where it excites the dean of engineering.

Plans call for 250 student-mentor pairs at 15 schools in this academic year, increasing to 5,000 pairs at 100 schools by the fourth year. The 15 schools are: Caltech, Carnegie-Mellon, Cornell, Dartmouth, Purdue, San Jose State, Smith, Stanford, Stevens Institute of Technology, and the universities at UC-Berkeley, Kentucky, Michigan, Texas at Austin, Virginia and Washington.

MentorNet will soon have a Website to take applications from students at the 15 schools.

Muller cautions others who would create a similar program in another field to expect things to take longer and require more staff time than anticipated. She expected to be up and running by October, but just hired the fourth staff member in January. "Just answering e-mail takes time, and you don't have an out-basket full of paper to show for it," she said.

For more info, contact MentorNet director Carol Muller at San Jose State, (408) 924-4061; *cbmuller@email.sjsu.edu*

Dartmouth Pilot Rated High

About 75% of 43 student protégés rated the program's value as high. They said it increased their understanding of the professional and personal rewards, as well as the challenges and difficulties, of careers in industry.

Many said they learned strategies to overcome challenges to women pursuing careers in science, and are more likely to stay in science.

- **Protégés said:** "... M. was instrumental in keeping alive my interest in chemistry as a career, by dispelling a number of myths in regards to the lifestyle and safety of such a career."

"It definitely gave me the assurance that there are women who make the choice to enter industry who are happy with the decision and are successful..."

"It was very interesting to me to speak with a professional woman about her life and experience in a field which I am very interested in entering. I feel I have a much better idea of what I would be stepping into..."

- **Mentors said:** "Having to describe what you do helps you reflect on why you think it's important and fun. I also found it helpful in thinking about the qualities I was looking for in new employees in my company."

"It feels good to share little pearls of wisdom that I may have come by..."

"Watching/helping others allows me to see where I've been. It helps me to reflect on my past to better design my future."

- **Advantages of electronic mentoring:** "E-mail is great as a medium because it allows quick and effective communication between people who are rarely available."

"You can answer when you want, and your replies can be more considered than in a phone conversation or face-to-face."

"You can always go back and read what your mentor has said, which is often reassuring."

How to Grow Your Own Dream Team on Campus

Not all winning teams play basketball or hockey. Some plan events, curriculum or marketing strategies. Some solve a chronic problem or decide how to take advantage of a windfall. Or how to cut without blood.

At the January 1998 Women in Higher Education conference in San Francisco sponsored by the University of Texas-El Paso, Emily Kittle Morrison of the University of Arizona told how to build a team that pulls together effectively to accomplish a specific goal.

She distinguished a *team* from an *assembly*, where people gather with no common commitment, or a *group* such as a department or union, where members stay together while issues come and go. A *team* unites for a limited time to pursue an identified goal. The leader's challenge is to guide the process by motivating team members to work together constructively. If she succeeds, the team will take care of fulfilling its assignment.

Emily Morrison

A homogeneous team is easiest to work with; members understand each other easily and proceed from common assumptions. A more diverse team is harder to lead but potentially more effective, bringing a wider range of skills and perspectives and representing more constituencies.

Team members may vary in student or administrative status, academic discipline, race, gender, experience, style or motivation. It takes time and effort to get people with different backgrounds and motives to work well as a team.

Cultural differences

Recognize and respect cultural as well as personal differences. She distinguished two cultural patterns: **Collectivists** attach importance to group affiliations, attitudes of authority, hierarchy, age and gender, long term relationships, use of titles and surnames and giving of gifts. **Individualists** give more weight to accomplishments, personal competence, nuclear families, equal status relationships and casual first-name interactions.

Strive to give people what *they* want and not just what you'd want in their place. Honor a collectivist's wish to be respected because of her or his title, even if you're an individualist who believes respect must be earned.

Task people and bonders

The task-oriented team member walks in the door saying, "Let's get this job done, don't waste my time." The bonder or people-oriented member says, "Make me feel welcome, acknowledge my skills." One wants to cut the small talk; the other isn't comfortable until everyone's exchanged comments on the weather, the kids or the Super Bowl. Each frustrates the other.

To move the process forward, clearly state the goal the team has been asked to accomplish. Explain that it's important to work on bonding and ownership to make members feel welcome and committed. Task people will have more patience with team-building activity if they see it as a necessary step toward the assigned goal.

Next, ask team members if they feel they agreed to the goal. Some probably just showed up because they had to. Some may care more about protecting their department's territory than interdisciplinary cooperation. Get these issues into the open from the start, or they'll come back to haunt you when the team reaches sticky issues like resource allocation. Teamwork is "less me, more we," she said. Spend as long as it takes to get everyone's commitment to a common vision.

A start-up retreat can clarify team goals and give you a feel for interpersonal dynamics. Who are the natural leaders? Is anyone paranoid? Does everyone talk at once? "No task is more important than the people involved."

While the team mustn't shortcut either task or bonding, people and process skills are most important in the leader. Subject matter experts are essential team resources, but they don't always make the best leaders. If you're appointing a team or sub-team, include task people but make the chair a people person who can draw the best out of everyone else. If you're a task-oriented chair, hone your people skills to guide the process and resist working out all the answers yourself.

Subject matter experts are essential team resources, but they don't always make the best leaders.

Keeping team members engaged

Team members lose interest for many reasons:

The Sense of a Goose

Humans and geese have more in common than most assume, especially when we study flight patterns:

• **Geese flying in a "V" formation is no accident.** By flying in formation, the whole flock adds at least 71% greater flying range than if each bird flew solo.

Among humans, those who share a common sense of community can get where they're going quicker and easier if they travel on the thrust of each other.

• **When a goose falls out of formation,** it suddenly feels the drag and resistance of trying to go it alone. Most quickly get back into formation to take advantage of the lifting power of the bird just in front of it.

People who have as much sense as a goose stay in formation with those headed the same direction.

• **When the lead goose gets tired,** it rotates back to the wing and another takes over the point position.

Humans take turns doing the hard jobs, so nobody gets burned out or targeted.

• **The geese honk from behind to encourage** those up front to keep up their speed.

Humans behind their leaders can do the same.

• **When a goose gets sick or wounded** by gunshot and falls out of formation, two geese follow him down for help and protection. They stay with the fallen colleague until it either recovers to fly again or dies. Then they launch out on their own with another formation, or catch up with their group.

Humans with the sense of a goose also stand by each other when the going gets tough.

–From a handout by Emily Kittle Morrison.

• *Mismatch between expectations and reality.* Have team members voice expectations at the start and do reality checks along the way.

• *Lack of praise and reward.* Team members need continual strokes from the leader.

• *Too much routine.* Vary the meeting format to avoid getting in a rut.

• *Lack of opportunities for personal growth.* Distribute responsibilities to let members build their resumes and learn new information and skills.

• *Tension with others on the team.* Nitpickers and back-stabbers can hurt a team's effectiveness. Recruit the team's natural leaders as allies to resolve interpersonal tensions.

Effective teams laugh a lot. The work should be fun. Celebrate progress with luncheons off campus. Conclude with a bash. Say thanks with notes, cards or key chains. Praise and fun unite in quirky gifts like pasta pesto tagged "You're the besto!"

Team leader as gardener

Team members arrive at the first meeting with a seed of potential. Help them recognize that potential in themselves. "You can't outperform your own self image," she said.

Too often we ask people to perform to *our* expectations, instead of rising to *their* individual best. We confuse taking charge with taking control. "There's no way a daisy seed can bloom into a rose," Morrison said. The most the leader can do is give it the environment to flower into a glorious daisy.

Environment can make or break a garden—or a team. There's no point planting in Tucson in dry July or Chicago in freezing February. As you get to know your team members, you'll learn what kind of environment they need to thrive. Regardless of the specific assignment, if you provide the environment that keeps team members motivated, the team will do the rest.

—SC

Contact Emily Morrison at the University of Arizona, Tucson AZ., Department of Early Outreach; (520) 626-2321.

OPPORTUNITIES TO GROW

4th Annual Institute for
Women in Athletics Administration

June 20-27, 1998
Bryn Mawr College PA
Sponsored by NACWAA/ HERS

A one-week management training program with a special emphasis on financial planning, long range planning, information technology, decision making and policy implementation. Cost: $2,250. For details, contact Jane Betts at (719) 488-3420; fax (719) 488-3495; e-mail EJBetts@AOL.COM

23rd Annual Summer Institute for
Women in Higher Education Administration

June 28-July 24, 1998
Bryn Mawr College PA
Sponsored by HERS

An intensive training experience in educational administration, including units in the adacemic, external and institutional environments, and professional development. The curriculum prepares women to handle issues currently facing higher education, with emphasis on the growing diversity of the student body and work force. Cost: $5,600. Applications due April 6, 1998. For details, contact Betsy Metzger at (303) 871-6866; fax (303) 871-6897; e-mail bmetzger@du.edu

Fulbright Scholar Awards to 125 Foreign Countries

Opportunities for lecturing or advanced research in more than 125 countries are available to faculty and administrators in all disciplines, from four and two-year colleges and universities, community colleges and technical schools. For more information, contact the USIA Fulbright Senior Scholar Program, Council for International Exchange of Scholars, 3007 Tilden St. NW, Suite 5L, Washington DC 20008-3009; (202) 686-7877. Web page on-line materials: http://www.cies.org

On-Line Game Sensitizes Faculty to Women's Problems

Technical fields often feel like alien territory to women students, but a game developed as part of an NSF grant to the New Jersey Institute of Technology is working to alter attitudes toward women students.

Alice in Techniland is an on-line multimedia game that forces faculty from their comfort zone as insiders and makes them experience the feelings of a woman student in the hell of their schools. The game is set at the Inferno Institute, an academic maze of publish-or-perish where rulers are superstars, fat cats and an entrenched elite of Orwellian Big Brothers.

Each option includes a tutorial on how faculty can improve classroom encounters with women students. Depending on a player's inclination, "winning" can be any of three ways:

• **If you're materialistic**, move from the Inferno Institute of Technology, where women are abused, to the Paradisio Institute of Technology, where the climate is a paradise.

• **If you're idealistic**, create justice at the Inferno Institute.

• **If you're cynical,** get tenure and become one of the elite leaders at the Inferno Institute.

Alice in Techniland is a project developed as part of a $855,000 NSF grant to increase the recruitment and retention of women engineers. The grant has ended, but the game will continue to be available on the New Jersey Institute of Technology's Women's Center home page, according to Judy Valyo, dean of freshman studies at the school. For more information, call Valyo at (973) 596-2981. The on-line Internet address to play the game is: http://www-ec.NJIT.edu/POWER/

Being Sick Sucks, But Offers Time to Reflect

Having a serviceable body is just something you get used to, like having ten fingers. Mine is a sturdy German model, solid and unremarkable. It basically does what I want it to when I want to badly enough, and has always been reliably healthy.

My last memorable illness (excluding pregnancy and motorcyle accidents) had been for two weeks before and after the very first Super Bowl. In fact, I missed the winning touchdown on a quarterback sneak by Green Bay's Bart Starr at the game's dramatic finish. I even had to go home to have Mom nurse me back to health. Unfortunately, she fed me tomato soup, which made me sicker. But those round bright green pills out of a black bag from Dr. Gwyllm, who visited me as I lay on the couch, must have eventually worked.

December was a tough month

For us at *WIHE*, December 1997 had been a busy month, with major events like hosting a holiday party, publishing the January issue, Christmas, and leaving December 27 for a 10-day trip to San Francisco to include R&R and covering/presenting at a conference.

Imagine my surprise to find my body less than 100% healthy in California, where it went to vacation and then both cover and present at the panel on publishing at the Women in Higher Education conference.

Luckily the panel was scheduled for the last day at 8 a.m., and most people had found plenty to do in the city by the sea the previous evening. I had just remarked to a fellow panel member that I'd spoken to more people in an elevator, when the elevator doors outside the room opened and the number inside the room doubled. It was time to begin. My speech was short; I related how when I started the publication I thought I was bringing them information, when actually I was bringing them ammunition for a subversive effort to transform higher education worldwide.

Imagine even more surprise when my body fell to 10% efficiency for several days after I got back. After a false diagnosis of a sinus infection and a perscribed sulpha drug that gave me hives, I discovered I share a flu with more than a million other Americans. Chills and fevers. Aches. Great tiredness. No energy or appetite. But I've evolved a new schedule, which has allowed me to get this February issue in your hands. It also allows for a five-hour nap at lunch. And greater appreciation for my body.

Home for the holidays

A less obvious source of stress is negotiating changes resulting from my daughter being home for the holidays from college. While she moved 1,000 miles closer to home in transfering from Smith College MA to the University of Wisconsin, the emotional move home for the holidays from a dorm room just two miles away is even more significant. Sharing space, car, TV and credit cards is tough.

Financial negotiations are continual. I have always refused to pay for Barbie Dolls, make-up and dumb magazines. How about a sorority? As a former GDI, I refused to pay for her joining the Tri Deltas. But my resolve faded when we heard of a suicide in her former dorm at Smith; it's better to pay for a sorority at Wisconsin than a funeral at Smith, so we split the costs.

Safely back in this region for the school year, she's now constantly planning excursions: a spring trip to Mexico, summer in New York City taking a class at Columbia and interning, followed by camp counseling. Stay tuned...

Changes may be brewing for *WIHE*

While in San Francisco, I met with a vice president at Jossey-Bass Publishers Inc. about their interest in buying and continuing to publish this news journal.

I would gain psychological space, freedom, financial independence and time off. You'd gain the resources of one of the top publishers in the academic press.

We're still in the preliminary rounds of discussion, including what part I'd agree to continue (the Last Laugh?) and where they'd find an editor as crazy as me to carry on. Any nominations or volunteers among subscribers?

Financial information has not yet been exchanged. I wonder what they'll do when they see what we spend on phone bills, traveling to conferences and chocolate/shrimp/champagne?

Mary Dee

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Confrontation Can Turn Conflict into Positive Change

The adage "Conflicts in academe are particularly brutal because there is so little at stake" was repeated often at the Women in Higher Education conference held in San Francisco in January.

Norma J. Burgess, associate professor and chair of the department of child and family studies at Syracuse University NY, wants to confront conflict in academe. At the conference she discussed "Academic Conflict: Catalyst for Leading Change," based on her professional experiences over the past two years, crystallized by attending the HERS institute at Bryn Mawr last summer. She said her presentation will be the first chapter in her new book tentatively titled *The Creation, Manufacture and Distribution of Academic Nastiness*, a practical yet philosophical look at conflict in higher ed.

Burgess aims to separate normal tension and scholarly argument from true conflict, as well as examine the difference between the advance of scholarship and the retreat of mean and petty bickering. She wants to assess what is healthy and what is not, and "try to explain it to colleagues and friends who don't understand what the problem is." She said, "The bold ones meet the two-sided coin directly and take the challenge."

Academic conflicts can be especially difficult because unlike people in business, those with tenure tend to stay around campus a long time. And some faculty consider academic freedom to be "the freedom to do whatever you want," she said.

Recognize conflict before it recognizes you

A good place to start is acknowledging that not everyone will agree with you, an especially important concept when you move from faculty to administration. "Most faculty who have taken the traditional route in academia are not adequately prepared for what they are about to face as an administrator," according to Burgess.

"Understand that there are people in the environment who will not be supportive and learn how to deal with them," Burgess advised in a follow-up interview. "You expect people to disagree, but you don't expect them to go to the limit to derail what you want to do. As humans we tend to think the best of most people," but that's not always an effective strategy.

Although recognizing conflict sounds simple, it's really not simple at all. Teasing out the motivations of others and analyzing their arguments to determine whether the discussion really is about advancing teaching and scholarship, or about undermining reputations and careers, is a tricky task. Conflict "must first smack us in the face to see it," Burgess said.

Norma J. Burgess

What you need is "in-depth analysis to understand it," she explained. What are the driving forces? Who is involved? What are the possible solutions?

The conflict itself can range from "subtle undermining techniques at which many game players are expert" to "open hostilities," Burgess noted. The players include those who really don't want to participate, as well as those who want to wreak havoc. Higher ed leaders learn that "there are in fact people out there who are out to get you — yes, you do have reason to be paranoid. And no, the academy is not always a friendly place."

As we approach the millennium, "such conflict is more hostile than ever," according to Burgess. It includes the perceived threat of physical violence, personal attacks and intended damage to professional and personal reputations.

Identify the players

The players in any conflict are as varied as their personalities and positions: the tenured, untenured, full-time, part-time. For instance, **the bully** is "likely to threaten, intimidate and encourage others to do the same," Burgess pointed out. They often have low self-esteem, or they may

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"have little power but try to convey that this is not the case," she said. "They will frequently gather supporters and invent reality."

To confront the bully, "understand that it is difficult to impossible to use logical thinking in an illogical situation," Burgess advised. Get the issue out in the open. Then, consider giving the bully a project that will gain him positive attention and get him off your back.

The chameleon may take on many characteristics but is rarely sincere in his efforts to support the work of the department or college. Chameleons "appear to be supportive outwardly, but can change at will to meet the need or to suit the deed, whichever the case may be," Burgess noted. Again, it's important to get the issues on the table and identify the chameleon's self-serving and controlling goals.

The chameleon and bully are two of many negative personalities that can threaten morale and increase tension if left unaddressed. But when confronted, such problem personalities can actually stimulate productive change and move the unit forward to its goals. Once the bluff has been called and the blaming phase ends, constructive behaviors can follow.

Expect people to disagree with your ideas and learn how to confront them, which throws people off balance because they don't expect it.

Strategies for turning conflict into growth

Burgess explained that conflict can be a useful wake-up call, requiring new strategies for team building, open communication and clarification of each member's role in the department. "Face-to-face communication is important," she said. Memos and e-mail don't provide the nonverbal cues needed for complete understanding "or unstated intent that may be missed," according to Burgess.

Seeking help from several mentors can provide a balanced view and help an administrator select the best options. The mentors should understand the campus environment and offer a range of diverse opinions.

Burgess also suggested new women leaders read up on leadership development, including books in the business section. Much of their advice also applies to campus administration, which she likened to learning a new discipline — one you're not trained in— yet crucial to success for women leaders.

"Expect people to disagree with your ideas and learn how to confront them, which throws people off balance because they don't expect it," she said, noting strategic confrontation is necessary for effective leadership. "Otherwise they continue with the nastiness, and they can cause a lot of damage," Burgess said.

Handled properly, conflict can lead to improved higher education systems and service in the new millennium. "Conflict and change will be there, too," Burgess commented, "and life will probably be the richer for its presence."

—DG

To contact Norma Burgess by e-mail: njburges@syracuse.edu

Stanford Ties Feminist Studies to Athletics

When the undergraduate advising center at Stanford University CA decided to honor the Program in Feminist Studies for outstanding efforts at advising, students chose to receive the award at half-time of the Stanford-UCLA women's basketball game in February, in front of 5,242 fans.

More than 110 women faculty got free tickets to the game on All Women Faculty Night, compliments of Stanford women's coach Tara VanDerveer.

"Students tell us that Feminist Studies is one of the most welcoming places on campus for undergraduates, not only for people majoring in feminist studies but for any student who's interested in exploring the discipline," said Lori Kay, assistant provost for undergrads who also directs advising and made the award.

"It's a place where if they have not one clue, students can walk in the door and somebody will assist them in a friendly, welcoming manner."

Since 1990, more than 9,000 students have taken classes in the program, which grants BA degrees.

The program features 120 resource faculty who teach courses cross-listed in 28 different departments, programs and professional schools. Its 101 course last semester enrolled 115 students, many of whom will become majors. A special grant from the vice-provost's office funds informational lunches, a newsletter and a Web page. Grad students can submit proposals to teach courses on issues that are underrepresented in the curriculum, gaining teaching experience and covering new topics they're especially interested in.

Lectures from the 101 course will soon become chapters in a book by Estelle Freedman, who teaches it in alternate years. She has been the energizing force behind the program since its launch in 1980, and is now program chair.

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Guinier Suggests Lottery to Replace LSAT

Standardized tests are so bad at predicting student success that "You might as well use a lottery," Harvard law professor Lani Guinier told a group of Wisconsin students.

Guinier, a 1993 nominee to head the Justice Department's Civil Rights Division, just became Harvard's first tenured black woman. She said standardized tests reward "quick strategic guessing with less than perfect information" and indicate neither intelligence nor future success in college. What society and employers really need are critical thinking, reasoning, cooperation and communication, she said.

While at the University of Pennsylvania law school, Guinier compared test scores and first-year grades for nearly 1,000 students. She found the LSAT was only 14% accurate in predicting first-year student success. Law Services, which administers the test, told *WIHE* about 125,000 students pay $84 each to take the test.

Guinier said using a lottery instead of test scores for admission is "arbitrary, but it's honest. At least if you lost in the lottery, you know it was because you're unlucky, not because you were stupid."

She suggested schools ask themselves what are their goals for students, and how they can achieve their mission. She said schools should aim to educate critical thinkers, train and prepare leaders, teach individuals to work and play well together and give students the skills to become functional and employed members of society.

"The best predictor of success is the opportunity to succeed given to people who have the motivation and the drive to take advantage of that opportunity," she said according to reports in the *Badger Herald* student newspaper and the *Wisconsin State Journal* on February 12, 1998.

Gender Issues Remain at The Citadel, VMI

The first woman to enroll at the Virginia Military Institute (after the Supreme Court ordered it in 1996 to go coed or go private) has left the school, deciding its rigorous testing of first year cadets was not for her. Beth Ann Hogan returned to VMI from holiday break at home in Oregon, and announced her decision to leave. Since August, about 15% of both women and men in the class of 430 first-year cadets have left.

At the Citadel SC, which admitted its first women cadets last year, the Summerall Guards elite drill platoon voted to disband for the year to protest changes in physical training requirements allegedly brought about because the school admitted women. The incident shows the cadets are still uncomfortable with the close scrutiny accompanying the first enrollment of women, notes *the Atlanta Journal-Constitution* on February 1, 1998.

"The culture has changed," said Citadel President John Grinalds, saying assimilation wasn't a consideration but rather cadets were "dissatisfied with the fact that we would intrude upon the affairs of the Summerall Guards." He said the school urged them to spend more time on military drills and less time on physical training and the quasi-hazing that got the school in trouble by causing two of its first four female cadets to leave.

The U.S. Justice Department said it won't prosecute anyone at the Citadel over the hazing incidents leading to the women's departure, the paper reported on January 24, 1998.

Utah Bill Would Fund Women's Athletics

Under a bill proposed by State Sen. Lyle Hillyard, Utah colleges and universities could keep the state sales tax they collect on tickets to athletics events and use it to expand their support for women's sports.

Estimates are $700,000 to $1.7 million would go to schools, including about $200,000 to the University of Utah.

Two Utah schools, UT and Brigham Young University, are on the list of 25 schools cited in a civil rights complaint by the National Women's Law Center last year for violating Title IX requirements of gender equity in funding higher education, specifically in sports. "We want to be in compliance but it costs money to get at the problem," said Ray Haekel, UT's VP for government and community relations.

AT BYU, women were 52% of the student body but only 38% of athletes, while at Utah State University women were 51% of students and 41% of athletes.

"It's precisely the kind of creative thinking that is needed if there is going to be a revenue stream for the colleges and universities to comply with Title IX," said Paul Norton, USC's VP for development and university relations. Report is from the *Salt Lake Tribune* on January 20, 1998.

Law Profs Urge Schools to Update Curricula

Despite fewer applicants, more lawyers burning out and going into non-traditional careers and a global economy, law schools continue to refuse to reevaluate their missions or revise their curricula, according to a drama staged at the annual meeting of the Association of American Law Schools in San Francisco in January.

Times have changed since most grads went to work in law offices and sought to become partners. But few schools have changed with the times. Part of the problem is a stubborn faculty that refuses to budge. "Law school faculty are more individualistic. We're arguers and we can be very egotistical," explained moderator Carrie Menkel-Meadow, a professor at the Georgetown University Law Center.

To the women and non-traditional students now attending law school, the changes advocated sound like somebody had finally started to listen. Colin S. Diver, dean of the law school at the University of Pennsylvania, sought an inter-professional law school that would encourage faculty to collaborate with colleagues in other schools and departments. Advisors would help graduates prepare to work in a variety of settings instead of the narrowly trained specialists who now graduate.

At the same time in San Francisco, about 500 law professors and students staged a rally to support affirmative action despite a legal ruling that greatly reduced minority enrollment at the University of Texas and a regents' decision at the University of California law schools having a similar effect. "Opposition to diversity in our legal education threatens the quality of our legal educational environment," said Linda Greene, University of Wisconsin law professor who is president of the Society of American Law

School Teachers.

Reports are from the *Houston Chronicle* on January 8 and the *Chronicle of Higher Education* on January 16, 1998.

Vassar Finally Cleared of Bias in Tenure

After 13 years, biology professor Cynthia J. Fisher ran out of legal appeals of her 1985 tenure denial by Vassar College that she says was based on her being a married mother, not on her being unworthy of tenure.

The Supreme Court refused to hear her appeal of the Second Circuit Appeals court decision that ruled against Fisher 6 to 5 in a very technical discussion of how courts should handle bias cases.

The case has been one of the most closely watched bias cases in academia, the irony being that a former women's college would discriminate against a female professor, as a case of "sex-plus" bias in which bias against one because of the effects of gender constitutes sex discrimination.

Fisher took nine years off her career to raise two daughters, which a departmental panel said caused her to be out of touch with her profession. The panel questioned her scholarly independence, commitment to research and mastery of her field.

The action "legalizes the mommy track," said her lawyer, Eleanor J. Piel. "It's hard to believe in this day and age that we could have such a medieval attitude." Piel said the ruling "sends a message that it's almost impossible to win any discrimination cases, particularly in the academic world." Reports are from The *New York Times* on January 21 and the *Chronicle of Higher Education* on January 30, 1998.

Schools Get Bounty to Jump-Start Hockey

With female students at more than 80 Minnesota high schools playing ice hockey and only one state university with a Division I varsity women's program, the Minnesota legislature is dangling a $250,000 grant to each of four state schools to start their varsity programs this fall.

UM-Duluth, Bemidji, Mankato and St. Cloud State had planned to start hockey in 1999-2000, and may not be able to get their ducks in a row soon enough to cash in on the offer. The funds would come from the state Amateur Sports Commission's "Mighty Ducks" program and could cover any expenses related to the women's program, including coaching salaries, travel expenses and equipment.

"If we could add four more Division I programs in the state, then you have a mid-America conference. It really helps advance the cause in such a dramatic way," said the commission's director, according to the *Duluth News Tribune* on February 6, 1998.

Conservative Feminist Student Writes 'Guide'

Fed up with what she considers exaggerations of statistics showing women as victims and males as perpetrators, a Georgetown University junior has published a 20-page booklet in response. When conservative feminists Dawn Scheirer and her friend Bryanna Hocking slipped copies under the doors of 800 Georgetown first-year women students, they ignited a hot campus debate over what feminism means.

Scheirer, a churchgoing Catholic majoring in finance and accounting, says the campus women's center inflates statistics on campus rape, and claims there is no glass ceiling. She quotes a statistic that women between the ages of 27 and 33 who have never had a child earn nearly 98% of what men earn. "Granted, differences in the division of household labor and child rearing tend to be sex-driven gender roles. But that is a debate for the dining room, not the hiring office," she said.

Georgetown classmates wrote to a student newspaper blasting *The Guide*, and the head of the student association said, "I think most people think of it as a joke."

Schreiner's father is proud of her product. "It just says women should take charge of themselves," he said, according to the Newark NJ *Star-Ledger* on January 15, 1998.

As a graduating senior in high school, Schreiner said her goal was to become head of the Federal Reserve. She'd better not have any kids to get in her way.

Class Helps Students 'Manage Your Biases'

Workplaces are finally starting to value employees who understand diversity issues because prejudice at work is costing them money, explains Purdue University associate professor Janet Achor. The costs include bias suits, high turnover and loss of teamwork.

She teaches a 15-week course in gender and management that helps students identify and eliminate their stereotyping. "You can't change prejudices in one semester, but you can learn to manage them," she said. "If you want to get along on the job, you'll have to watch what you say and do. If you don't you won't grow and you won't succeed in today's global economy."

Using texts, movies and role-playing, Achor points out that women, minorities and immigrants will be the majority of new hires in the next decade. Employers tell Achor they view her students as having management potential because of their exposure to material challenging their prejudices.

"Much of the country's business culture is a house built for elephants. Now the giraffes are arriving. We'd better learn about giraffes," she quotes diversity guru R. Roosevelt Thomas Jr. Info from the *Chicago Tribune* on January 4, 1998.

Prof. Barred for Harassing Colleague

It's not often that male professors are disciplined for harassing their female colleagues, but it happened recently at the University of Wisconsin-Whitewater.

Chancellor H. Gaylon Greenhill told Gary Benson, who holds an endowed chair in business management, to work at home to protect the safety of those on campus.

Alla L. Wilson, an untenured assistant professor in business, reported Benson began sending her suggestive memos about a year ago. She retained a lawyer, filed for a court order restraining Benson and then lodged a complaint of sexual harassment with campus officials, who also alerted campus police to his reported threats.

In January, a circuit court judge enjoined Benson from communicating with Wilson, and also ordered Benson to turn over his guns to the county sheriff, finding "clear and convincing evidence" that he may use them to harm Wilson or others. She has two children who are students on the campus, according to *The Chronicle of Higher Education* on February 13, 1998.

Beyond Affirmative Action: How to Get into Administration

Affirmative action's first few years brought a sharp increase in top female administrators at California community colleges, from 21% in 1977 to 30.2% in 1985 and 35.7% in 1989. But two decades of affirmative action still haven't resulted in gender equity.

Vicki Purslow, tech prep coordinator and music professor at Sacramento City College CA, said hiring bias is only one part of a larger problem. Expecting affirmative action to correct gender inequity "is no different than expecting a contractor to repair a roof whose shingles were never waterproof to begin with," Purslow told participants at the 1998 Women in Higher Education conference in January.

Lifelong socialization has created a shortage of diverse applicants. Kindergarten girls play with dolls while the boys play with trucks. Some 20 years later, it's hard to find strong male candidates for a library science opening or strong female candidates in mechanical engineering.

"We haven't broken down those barriers. Until we do, it's going to be hard to get qualified applicants." The solution isn't to hire weak candidates or abandon gender equity goals, as the current backlash claims. California law will continue to mandate affirmative action at community colleges despite Proposition 209 until an appellate court rules the law unconstitutional. Whatever the legal outcome, colleges that value diversity must take positive steps to help everyone who wants a career in administration to develop the qualifications she needs.

Expecting affirmative action to correct gender inequity "is no different than expecting a contractor to repair a roof whose shingles were never waterproof to begin with."

The trouble with elections

Although music is a field with good gender balance at the entry level and California and community colleges have led in opportunities for women, only a quarter of music department chairs in California community colleges are women. The ratio is about the same for fine arts deans, the next level up. Purslow surveyed women in both groups for clues about the barriers to women's administrative careers.

Most chairs were in their first administrative position. Some were the only member of their department; some moved up when a senior colleague retired. By contrast, deans had prior administrative experience, either as department chair or coordinator of an interdisciplinary or outreach program. Taking a turn as department chair is practically a prerequisite for any higher administrative position, she found.

Institutional structures make that prerequisite hard to meet. Some department chairs monopolize that role for years, effectively blocking the pipeline for anyone else. Where the position changes hands, it's often by election; and there's nothing gender-neutral about a faculty vote when most of the department is male.

Colleges and universities could prepare more diverse candidates for upper administration by changing the department chair selection procedure. Systematic rotation of the job throughout the department would open access to higher positions for women and minorities.

Women reaching out to women

Of the women deans who broke barriers, 9 of 10 succeeded a man. Upwardly mobile, they'd probably aimed for dean from early in their careers. Half said they hoped to become a vice-president or president. Two thirds of the women deans said they had mentors, 65% of them female. The mentors answered questions, helped with daily procedures and gave support, encouragement and guidance. Both deans and chairs stressed the need for women to look out for each other, with "one hand stretched out to receive mentoring and the other stretched out to give mentoring."

Only a fourth of the women music department chairs had mentors, mostly male. The chairs entered administration at an average age of 46, later than the deans, and stayed at that level more than 12 years. Their fondest dream was not to rise to vice president but to return to the classroom. People seek out mentors to help them achieve a dream, Purslow said, so perhaps the less ambitious chairs didn't seek mentors because they'd already achieved their highest goal.

Strategic planning needed

"I don't think there's any trouble getting an entry level administrative job. There aren't a lot of women in upper management, but I think they're just not thinking strategically," one dean said. "I guess most women don't start their career thinking soon enough."

Mentors can encourage younger women to set long-term goals, earn the appropriate terminal degree and think about how to handle the tradeoffs their goals may require. One advised, "If you want to be a mother, don't even think about it." Women who wait until the kids leave home to think about careers find themselves competing with rivals who have PhDs and strong academic experience.

Strategic planning means seeking out broad administrative experience from day one. "Prepare in curriculum, staff development, do studies, serve on student equity committees, know long distance learning, budgets. Women are not expected to know budgets, but that's where the power is." Another suggested, "Get a job and start networking throughout the state. I would say change jobs as rapidly as you can, every four or five years. Get as much exposure as you can."

Every woman who advances in administration makes things easier for the next; one dean said the hardest positions for a woman to break into were those previously held only by men. More women at top levels mean more mentors and role models. If schools break down gender segregation by recruiting nontraditional students into all fields and helping women faculty acquire administrative qualifications, bit by bit they can finish the job that affirmative action began. ■

—SC

E-mail Purslow at vtpurslow@aol.com

Marketing Women's Teams Raises Fans... and Funds

With Title IX mandating colleges and universities invest equitable resources in female and male student-athletes, many schools are using very creative marketing to boost attendance for their women's programs.

Their efforts, plus rising interest in women's sports and boosts from two pro women's basketball leagues, brought attendance at both collegiate women's basketball and volleyball games to all-time highs. Last year more than 6.7 million fans watched basketball games in all three NCAA divisions plus championships, up from 5.2 million the previous year. The average of all games in all divisions has increased from 366 fans per game to 675, while top-ranked Tennessee is averaging a school record of 14,805.

In collegiate volleyball, more than 3 million fans watched NCAA matches in all three divisions, plus another 1.3 million from independent and junior/community college associations, for a total of 4.4 million fans.

While women's programs aren't expected to turn a profit, by boosting attendance schools are creating a base of support that eventually may lead to important revenues. For universities, it's ticket revenue. For colleges, it's keeping fans tied to their schools as friends and donors.

The University of Wisconsin has been a leader in boosting attendance at women's games. Since 1993-1994, sales of basketball season tickets have gone from zero to 7,136 this year, while average attendance at games has increased from 1,770 to 9,485, including a Big Ten conference record crowd of 16,329 in their brand new arena on February 1. In volleyball, average attendance at Wisconsin conference matches rose from 252 in 1985 to 2,600 in 1996.

How does Wisconsin, ranked number 19 on the basketball court but number 3 in attendance behind powerhouses Tennessee and Connecticut, manage to lure fans?

Most of the success is a direct result of personal efforts by coach Jane-Albright-Dieterle, according to Tam Flarup, women's SID at Wisconsin. In addition to coaching an exciting team, she speaks at dozens of forums each year, created a new term for the sport "BadgerBall," and produces excitement on and off the court.

Like most schools, Wisconsin doesn't expect its women's programs to be self-supporting, since society doesn't yet value women's athletics as highly as men's. Next year's budget for the women's basketball program will be about $1.2 million; income is projected at $827,000.

Here are successful strategies and tactics you can steal to market your women's teams, from *WIHE* conversations with athletics administrators at a half-dozen schools.

• **Reach out to the community.** Using many formal and informal methods, administrators agree this is the very best way to increase attendance for women's sports. Wisconsin's Albright-Dieterle rarely ducks a speaking opportunity, answers all fan mail personally by hand and even writes notes to those mentioned in the local newspaper for having done something good. "I really think she's written half the people in Madison," Flarup quips.

The coach requires her players to do community service projects — three hours a month during the season and six hours off-season — like Habitat for Humanity, Meals on Wheels, visits to hospitals and other projects. "When you get involved like that, people respond and they want to come out and support you," said a former player.

Attendance at NCAA Women's Basketball Home Games

Year	*Division I*	*Division II*	*Division III*	*Total*
1982	1,050,698	443,277	NA	1,493,975
1983	1,368,202	531,434	373,924	2,273,560
1984	1,233,403	442,718	371,429	2,047,550
1985	1,327,056	338,034	406,441	2,071,531
1986	1,333,578	355,303	403,415	2,092,296
1987	1,464,678	308,087	383,640	2,156,405
1988	1,623,806	293,935	406,872	2,324,613
1989	1,812,802	285,203	404,109	2,502,114
1990	2,003,915	345,428	418,352	2,767,695
1991	2,119,402	445,379	448,942	3,013,723
1992	2,552,409	388,503	456,176	3,379,088
1993	2,831,319	478,035	443,307	3,379,088
1994	3,203,006	432,154	413,690	4,048,850
1995	3,619,575	406,656	467,574	4,493,805
1996	3,760,940	440,103	502,434	4,703,477
1997	4,522,051	1,063,946	682,613	6,268,610

Source: NCAA statistics thanks to Rick Campbell

At Southwest Missouri State University, players go into the stands to shake hands after their games. "Our fans feel like every player is part of their family," says senior associate women's director Mary Jo Wynn. "We really try to get athletes and coaches into the community, so the community will embrace them," Wynn said. When coaches and players are good role models, fans will follow.

At the private University of Denver, associate athletic director Diane Wendt says a manager of community relations in the athletic department is responsible for grass roots marketing to youth groups. Links to non-profit youth groups, elementary and middle schools and partnerships with corporations in the area bring the various sports to their off-campus interest groups.

• **Recruit the top home-grown players.** At the University of Maine, where the women's basketball team greatly outdraws the men's at each game, AD Suzanne Tyler says landing the nation's top prospect was a real coup. Cindy Blodgett selected her state school and last year led the nation in scoring. "She's a step above the rest; a player like her comes along every 10 or 15 years," Tyler says. "Maine people like watching Maine people," and last year's Black Bears had eight state players.

At Wisconsin all but one basketball player is from in state. Volleyball boasts half Wisconsin players and half out-of-staters, including three from neighboring Illinois.

• **Play an exciting style.** Wisconsin's BadgerBall is fast-paced, compared to the men's more methodical game. It's fun for fans, especially women, to watch an up-tempo, attacking offense along with a suffocating defense that produces lots of steals and fast breaks. "You have to have an entertaining product," Flarup says. "You can't bring them in and not entertain them, and expect them to come back."

SW Missouri State's Wynn agrees, saying their "scrambling style with intense defensive pressure" is great entertainment for fans. "Once they come to see us play, fans become very interested in the sport."

• **Winning always helps.** Of course it's best to have a top-ranked team, administrators agree, but all teams can't

always win. It's very important to give fans at least the hope of winning, and good entertainment. The Wisconsin women's basketball team doesn't always win, but its fans are happy. "It's unprecedented for Wisconsin to be among the elite teams in the nation in attendance, without ever winning a national championship or even getting into the Sweet 16 in the tournament," Flarup said.

• **Create fun promotions.** Women's teams excel at making their games into events. At Elms College MA, a women's college of 2,000 student, half-time contests and a game designated to show fan appreciation keep attendance strong. At Fan Appreciation Day, each player presents a carnation to her favorite fan, who is then invited to the year-end banquet and appears in the annual slide show, according to Susan E. Langlois, director of physical education and athletics.

Since the 1980s, SW Missouri State has had an academic night when elementary school students and their parents get free admission with a report card showing A's and B's. "It takes a while for society to change attitudes towards women's athletics, so we get to them early," said Mary Jo Wynn. "It's worked well for us."

Wisconsin shamelessly promotes women's basketball games with dozens of creative ideas, including special nights of free admission for high school teams and coaches, businesses, Girl Scouts and others. Ties to a pizza place, shoe manufacturer, and custard shop franchise mean freebies for fans. Other giveaways include white mini-balls tossed into the stands after victories, T-shirts tossed after 3-point shots, trading cards for each player and a free full-color poster featuring a team photo and schedule.

• **Create local booster clubs.** Local groups can support your women's teams in many ways. At Missouri, a group of professional women in the community formed the Fast Break Club in 1985 to support the basketball team. The Elms College Athletic Association is made up of donors of $10 to $100, who receive a regular newsletter and team schedule, many of whom attend local and away games.

Wisconsin has created a club of several hundred grade schoolers called Jane's Gems, named after the coach. Members get free admission to a special section at home games, a T-shirt, gifts at every game, letters from coaches and players, a skills clinic with coaches and players and a pizza party. A local bank sponsors the club.

• **Hitchhike on men's games.** In schools where women's teams are less popular than men's, administrators linked them together. Cindy Pemberton, associate professor of health, human performance and athletics at Linfield College in Oregon, calls hitchhiking on men's games an effective but "annoying concession."

Traditionally women's games were held over the dinner hour, and men's at prime time. Linfield College settled on a plan where women's games start at 6 p.m. and men's an hour later than usual, 8 p.m. "Fans are now starting to come to watch the women play as a result of our packaging them together," she says.

What's Your Best Practice?

How about sharing your best ideas via the *WIHE* network Web site? Find us at **http://www.wihe.com** and click on the Marketing Women's Athletics bulletin board to add your ideas.

Wisconsin gave its women's basketball and volleyball a boost in their early days by adding a free ticket to women's games with season tickets for men's football and basketball, when there was space in printing the block of season tickets. With women's basketball now so popular, the practice continues for volleyball, soccer, and track and field.

The reverse also works. Big East commissioner Mike Tranghese advised conference teams to take advantage of the U-Conn women's phenomenon by including a home game with them in their men's team season ticket offer, and scheduling the game in big buildings. "It exposes people to the best in women's basketball," he said.

• **Keep ticket prices affordable.** While not an issue at smaller colleges where games are usually free, ticket prices can be an important variable at larger schools.

At Maine, prices for both women's and men's basketball games are $8, which AD Suzanne Tyler says is the highest in the league. "Next year we're starting women's hockey, and we're having a philosophical discussion over whether to charge $15, the same as our top-ranked men's team, or give the new women's team a chance to grow a little" by keeping prices low, Tyler says.

At Wisconsin, low prices and the availability of tickets have made women's games a family event. A season ticket for women's basketball was $60 and volleyball was $35, compared to men's basketball at $168-$210, which were sold out this year anyway.

Tam Flarup says the market niche for women's games is the family, quite different from the men's. "We have to consider the combined cost of parking, food, tickets and a program. We consciously keep the ticket price low enough so fans can bring the kids along to avoid a babysitter."

At Denver, ticket prices for women's and men's games are equal, except that Denver's top revenue producer is men's hockey and there's no women's varsity hockey.

Two-fer deals also work. Last year, marketers at the University of Connecticut forced fans who wanted to attend the U-Conn vs. Tennessee game to buy a ticket for the Miami game, resulting in two 16,294 fan sellouts.

• **Allocate paid advertising wisely.** At Denver, all ads include both women's and men's teams, to insure gender equity. At Wisconsin, marketing and promotions director Mike Unitan said there is no specific budget for each sport, or separation between women's and men's sports. "It's an attendance thing, not a gender thing," he said.

Because Wisconsin football, men's basketball and men's hockey games were virtually sold out for this year, extra revenue went to advertise and promote women's basketball. "It became a model for other sports, seeing what solid marketing and support could do," he said, noting trade-outs are especially useful for women's sports.

• **Solicit media exposure.** While top ranked schools share in revenue from TV and tournament deals, smaller schools also can benefit if they can convince local media to cover their games. Experiments with local businesses sponsoring game coverage can both demonstrate community interest and boost attendance at future games.

Several years back, when Wisconsin lost to nationally-ranked Penn State by a mere two points, a local TV station rebroadcast the taped game just before the Super Bowl, attracting a then-record 9,000 fans to the next home game.

Many Career Paths Can Lead to a College Presidency

Conventional wisdom says there's one best path to the presidency, requiring any woman who aims for the top to hold the right sequence of jobs. Jacqueline Kane, associate in higher education opportunity with the University of New York State Education Department, decided to see if it's true. She studied the *cv's* of women college presidents and other higher ed CEOs to learn how they got there.

Jacqueline Kane

Instead of focusing on personal characteristics like earlier researchers, Kane studied the "labor market" for college presidents. As she said at the Women in Higher Education conference in San Francisco sponsored by the University of Texas-El Paso in January 1998, concepts like career ladders, glass ceilings and open or closed markets help describe job patterns in higher ed as well as nonacademic employment.

For example, an assistant professor of French rarely gets her next appointment in the chemistry department. No matter how sincere a college's commitment to internal promotion, it hires a recent out-of-state PhD to teach calculus instead of the well-respected math department secretary. But she might transfer to English or become assistant to the dean. Faculty and support staff work in different markets, with different scopes for lateral moves.

A woman may hold almost any position in higher education and become a college president.

Rungs on the academic ladder

The job sequence leading to president is much less rigidly defined than the ladder to full professor. "Tenure track" says it all: a closed market with only one way in. Virtually anyone who reaches full professor has been to grad school and held positions as assistant and then associate professor. Most are white males. Studies show women and minorities meet bias in acquiring the prerequisites for promotion and tenure, she said.

Since the 1970s more and more women and minorities work in a separate non-tenure-track academic labor market, especially in two-year colleges. Many bounce around between temporary appointments or hold contracts renewable from year to year. Position titles and requirements vary. If non-tenure-track experience doesn't qualify a presidential candidate for consideration, many competent female and minority faculty haven't a hope of rising to college president.

Almost all the women Kane studied were already employed in higher ed before they became presidents, but their work histories were very diverse. Among both white and African-American women, slightly over 60% previously held rank and tenure as professors. Since nearly 40% did not, climbing the rigid ladder to full professor can't be a prerequisite for every presidency. This is good news for women and minorities.

It's more about having appropriate experience than any particular job. "A woman may hold almost any position in higher education and become a college president," she said. More than half moved up from academic administration: chief or associate chief academic officer, school dean or assistant or associate dean, or dean of instruction. Others were directors of various sorts, faculty, vice presidents, business officers, development or public relations officers, deans of students or other professionals.

Type of school outweighs job title

Just because you can move up from almost any academic position doesn't mean you can move up to every kind of presidency. Most became president in the same kind of institution where they built their careers: 2 or 4-year, public or private.

It's virtually impossible for someone at a two-year college to get a job as president of a four-year school, and there's only slightly more movement in the other direction. Looking at where the women last worked before becoming president compared to their first position as president, she found 86% of those from 4-year schools went on to be presidents at 4-year schools. Every single president of a 2-year college had her last position at a 2-year college.

Movement between public and private sector schools was more flexible but limited. Of those who last worked in public colleges, only 16% became presidents at private colleges, while 11% of those at private colleges made the move to public ones. Kane's bottom line: If you aspire to be president of any particular type of college or university, position yourself in that type of institution as early as you can.

Black presidents, white presidents

There's a myth that job histories of African-American women presidents differ significantly from those of white presidents, with less opportunity to arrive by nontraditional paths. Kane found no significant difference by race in the types of positions the women had held. "Nontraditional" is meaningless because no standard path exists. The very small number of African-American women presidents suggests they meet barriers, but having the wrong job sequence isn't one of them.

They've held more different jobs on the way to their presidency than white women, 7.14 compared to 6.14. Those who become president may be risk takers willing to try something new. "They have positioned themselves to be ready when the opportunity knocks," Kane said.

Black women presidents were more heavily concentrated at the head of 2-year public colleges. Kane guesses it's because these have been areas of growth, with large numbers of urban minority students, and are subject to public scrutiny and political pressure. While most presidents in both groups have been married at some time, more of the African-Americans have faculty husbands, often simplifying relocation if the recruiting college or university can offer him a position.

—SC

Note: Racial comparisons omit Hispanic and Native American presidents and those in religious orders. Contact Dr. Kane at Bureau of Higher Education Opportunity Programs, Education

Tips to Survive to Tenure While Trying to Change the World

Hurdles for winning promotion and tenure are hard enough on traditional scholars, but they're even worse for faculty visibly committed to social change. Most schools are still very traditional and resistant toward women who challenge the status quo, said Connie Contreras Polk at the Women in Higher Education conference in January 1998.

Polk is a doctoral candidate in education at the University of San Francisco, with an emphasis on multicultural education as well as organization and leadership. Now an elementary school teacher planning to switch into higher ed, she knows getting her first university job is only the beginning. Then she'll have to figure out how to keep it without selling her soul.

She got tips from the education faculty she interviewed as part of her dissertation research. Finding little sympathy in their schools for their multicultural or feminist perspectives, they described the problems they'd encountered and survival strategies.

Classroom resistance can hurt

Polk was surprised how much resistance they reported from their students, who are learning to become teachers. "I thought nowadays everyone accepted the importance of multiculturalism in education, but that isn't the case." Multiculturalism is supposedly a standard part of the teacher training curriculum, but faculty who take it seriously run into trouble.

One taught aspiring science teachers in the "class from hell." They were furious when she took them to a foreign language standards meeting. Even after a 35-minute debriefing session, they couldn't see the relevance to teaching math and science.

Another day she took them to a parent literacy project to learn to connect with children. They complained it was like babysitting, totally unrelated to science or math. One sent a strongly negative letter that's now in her permanent file.

Student evaluations are the link between resistance and tenure. Students who don't want to be challenged give the most glowing evaluations to professors with whom they feel comfortable. They have the power to destroy careers for those who ask them to do uncomfortable things, like examining their own stereotypes and biases. "Some faculty felt it was even more pronounced if they were women of color," Polk said.

Identify your friends and enemies

How do women who are committed to social change survive to tenure? "Make an ideological map of the institution," she suggests.

Find out who are your friends are and who will give you a hard time. Who make up the committees with the most power over your professional future? Where are your allies in the department and upper administration? Where are your opponents?

Network to overcome isolation. Somewhere on campus there must be others with similar values. Seek them out for mutual support; it helps when you realize you're not alone. Compare notes to find your way around the informal political structure.

Try to find a mentor, ideally a tenured professor whose goals resemble yours. She can help you negotiate the system and share stories of how she survived to reach her present position.

Connie Contreras Polk

Choose your battles

Decide where you can compromise and where your principles require a stand. It's self-defeating to be rigid about every little thing, and the time may not yet be ripe for acting on your biggest visions.

"You'll have to let some things go 'til you get tenure," she said. Know yourself well enough to make intentional choices about what to do and say in the classroom now, and what needs to wait until you have more job security.

"One strategy is trying to find out the agendas of the people on the committee that's going to evaluate you." The rules change to fit individual committee members' agendas. You won't learn much by asking people about their agendas directly, but often you can ferret them out in casual conversations.

Put some of your energy into comparatively noncontroversial activities to benefit your school or department. If you do enough for the school over time, they'll be more tolerant when you deviate from their traditions.

Best of all, get involved in something worthwhile that supports the agendas of key decision-makers with power over promotion and tenure. Their positive experience with you in an area of common concern can help offset their disapproval of your challenging the status quo in the classroom.

Remember why you're there

One woman said she prays before entering each classroom. Others take strength from serving values more important than personal career advancement and being part of something larger than themselves.

Their sense of mission helps them through difficult times. The same commitment that causes their problems at traditional schools also enables them to deal with the problems. As the trainers of future teachers, they're aware of their indirect influence on future generations of school children. After education students graduate and start teaching, they may gain new perspectives on the ideas they resisted in college.

"My outlook has been changed by being in that kind of class, and if it can change me it can change others. We may not see it right away. It may not be 'til years later they feel the impact of our words and actions," she said. "It keeps you going to realize that you can change outlooks."

Though the women she interviewed meet resistance that could easily be discouraging, most were upbeat. "They feel that they're doing something they believe in. When you have a sense of mission, you're willing to put up with more to accomplish it." ■

—SC

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Creating Gender Equity, In and Out of the Classroom

As campuses welcome students of diverse ages, races and genders, members of the campus community need to be sensitive to the effects of their interactions with students, faculty, staff and administrators.

At the Georgia Institute of Technology, a workshop in the INGEAR project (Integrating Gender Equity and Reform) helps faculty and administrators create a more hospitable learning environment. Created primarily for science and engineering faculties to combat a low participation rate by women students, the program is effective in other disciplines as well.

It helps faculty become aware of how their communication styles affect classroom learning, and provides tools to help them change outdated practices and interactions. At a 1997 AAUW symposium on race and gender, INGEAR leaders offered an interactive presentation to model classroom strategies for new ways to interact. It showed how to develop communication styles that encourage students, faculty and staff to maximize their potential regardless of gender. Using activities and interactive videos, the presentation:

- **Showed data demonstrating the need to change** the climate for women in science and technical fields. "We can no longer afford to disregard half our potential scientists and science-literate citizens of the next generation," noted authors Myra and David Sadker in their 1992 book *Where Have All the Women Gone?*
- **Provided research results** illustrating how faculty may inadvertently treat female and male students differently in the classroom, such as encouraging and rewarding men who participate more in the classroom at the expense of women.
- **Linked these and other behaviors with long-term negative effects** on women, including loss of self-esteem, limited choice of classes and career aspirations.
- **Shared specific strategies** for improving gender equity and educational effectiveness in and out of the classroom.

In 1996-1997, Georgia Tech deans of all five colleges strongly supported the 40 workshops led by faculty and others, which reached almost 600 faculty and staff. The workshops cite a lack of gender-inclusive language, and show sex bias in frequency of interruptions, selective use of questions and praising of work as detrimental to women students, faculty and staff.

Workshops last just two and a half hours, but can significantly affect the learning environment for women on campus. They start with a short quiz on gender awareness in communications (see page 23) and a quiz on gender differences specifically at Georgia Tech, including questions on: student retention rates by gender, faculty numbers and rank by gender, and the gender mix of clerical/secretarial/technical staffs. They end with strategies for change, including brainstorming sessions on how staff can participate in creating a more inviting, hospitable environment for all students.

For more info, e-mail carolyn.thorsen@ceismc.gatech.edu

Tactics for Modeling Gender Equity

As an Individual

- Adopt gender free language.
- Eliminate jokes and stories that minimize or objectify women.
- Develop analogies and metaphors for both genders.
- When addressing a mixed gender group, look equally at both women and men.
- Listen to women as carefully as you do to men.
- When you interrupt, apologize.
- When a woman offers an idea, consider it before rejecting or ignoring it.
- Ask for women's opinions on issues, and then listen to them.
- Ask questions to expand your understanding of an idea that a woman has proposed.
- Refrain from too quickly offering solutions to a woman who may have indicated a concern. She may seek only understanding.
- Use inclusive non-verbal behaviors.
- Address women and men in parallel terms.

As an Administrator

- Create a climate that respects both women and men, and be aware that your behavior is being watched.
- Assign women faculty to significant committees.
- Don't assign a woman to a committee because "she is a woman."
- Monitor women faculty to ensure they are not given an unfair work load.
- Insist that job announcements be placed where women may see them and think of themselves.
- Document faculty teaching loads, salary increases, promotions and tenure to establish equality.
- Actively recruit women for faculty and provide adequate support when they accept so they can succeed.
- Establish procedures and policies that consider needs of both genders.
- Ask men to take notes and make copies in the same proportion as women.
- Encourage women to develop their potential.
- Consider flex time and job sharing as viable job alternatives.
- Go to women, rather than expecting them to come to you.

As a Professor

- On the first day of class, tell students you expect all to participate equally over the course of the class, and follow through.
- Call women by name and refer to students' contributions by name.
- Call on women directly even if they don't raise their hands.
- Call on men and women in roughly the same proportions.
- After asking a question, wait 5-10 seconds for hands to go up.
- Coach women as well as men with comments and questions such as "Tell me More," or "Why do you think that is?"
- Watch for women's nonverbal cues, such as leaning forward, and then engage them.
- When students deserve it, offer praise equally to women and men.
- Keep a teaching diary, and record which students are contributing and which are not.
- Use the same tone when talking to women students as when talking to men.
- Remember Maslow's "Power of the Professor."

What's your Gender Awareness Quotient (GAQ)?

How much do you know about how women and men communicate with one another? This quiz is based on research conducted in classrooms, private homes, businesses, offices, hospitals - places where people commonly work and socialize. Mark TRUE if you think a statement accurately describes female and male communication patterns on campus, FALSE if you think it's inaccurate:

1. Men are more likely to interrupt women than other men. (T or F)
2. When people hear generic words such as "mankind" and "he," they assume the terms apply to both sexes. (T or F)
3. When a male speaks, he is listened to more carefully than a female speaker, even when she makes the identical presentation. (T or F)
4. In general, women speak in a more tentative style than men do. (T or F)
5. Women are more likely to answer questions that are not addressed to them. (T or F)
6. In classroom communications, teachers are more likely to give verbal praise to females than to male students. (T or F)

(Copyright, Sadker and Sadker, 1985)

1. True. When women talk with other women, interruptions are evenly distributed. When men talk with other men, interruptions are evenly distributed. But when women and men talk with one another, almost all interruptions are by male speakers. Sociologists Candace West and Donald Zimmerman analyzed conversations in university settings both on and off campus. They found males interrupt females more often than they interrupt other males and more often than females interrupt either males or females. These sociologists think interrupting is a way of exercising power: "Here we are dealing with a class of speakers, females, whose right to speak appears to be casually infringed upon by males."

2. False. Terms such as "mankind," "man" and "he" are supposed to be generic and are presumed to include both women and men. Research shows this isn't really the case. People are more literal in their thinking. Studies with elementary, secondary, and college students show when the supposed generic term, "man," is used people envision males, even when the content implies both women and men. In another study, students illustrated supposedly generic references (e.g., urban man) with male pictures more than they did when references were neutral (e.g., urban life). Other researchers found when male generic nouns and pronouns were used to describe the job of psychologist, female students described the job as less attractive to them than when sex neutral terms were used. In another study, women indicated when an applicant for an executive position was described as a girl, subjects rated her as less "tough," "mature," "brilliant," and "dignified," and they gave her approximately $6,000 less in salary than when the word "woman" was used.

3. True. Both female and male audience members pay more attention to male speakers than female speakers. Audience members recall more information from presentations given by males. This happens whether the information is stereotyped as appropriate for males or stereotyped as associated with females. And it occurs even when female and male speakers make an identical presentation.

4. True. According to linguist Robin Lakoff, "women's language" is characterized by certain patterns:

- Making statements that end in a questioning intonation, or putting tag questions at the end of declarative sentences (This is a good movie, isn't it?).
- using qualifiers such as "kind of" or "I guess"
- excessively polite speech
- use of "empty adjectives" (divine or lovely) and use of "so" with adjectives (so thoughtful)

While not all studies support Lakoff's notion of women's speech, several show women do express themselves with more diffidence and less assertion than men. Many researchers believe tentative speech patterns don't characterize the speech of women so much as they characterize the speech of those who lack power. For example, one group of researchers analyzed communications in a police station. They found both female and male clients who came to the station were more likely to use "women's language" than were either female or male police personnel. There are consequences to using "women's language." Both men and women who speak in a tentative, nonassertive style are less likely to be believed by a jury. In fact, at one time women weren't allowed to read the news over the TV or radio because they were perceived to lack credibility or authority.

5. **False.** Men manage to capture more than their fair share of talk time. Sometimes women actually help men gain this advantage because they're more likely to ask questions while men are more likely to give answers. However, men often take this advantage for themselves by interrupting women and by answering questions that are not addressed to them.

6. False. Although girls get better grades than boys, they receive less verbal praise from teachers. When girls do get praise from teachers, it's likely to be for neatness and appearance. ("That's an attractive paper." "You have very nice handwriting.") In contrast, when boys get praise, it is more likely to be for the intellectual quality of their ideas. Not only do teachers praise boys more, but they also criticize them more, ask them more questions, and give them more attention in general.

From *The Communications Gender Gap*, by M. Sadker, D. Sadker and J. Kaser, The Mid-Atlantic Center for Sex Equity, The American University, School of Education, Washington, DC, 1985, and *Failing at Fairness: How America's Schools Cheat Girls*. D. Sadker & M. Sadker. New York, New York: Charles Scribner's Sons (1994).

The Power of the Professor

Let people realize clearly
that every time they threaten someone
or humiliate or hurt unnecessarily
or dominate or reject another human being,
they become forces for the
creation of psychopathology,
even if these be small forces.

Let them recognize that every human being
who is kind, helpful, decent, psychologically
democratic, affectionate, and warm
is a psychotherapeutic force,
even though a small one.

—Abraham Maslow

The Roots of Women's Management Thought Go Deep

Too swamped with day-to-day administration to have time for management thought? Whether you know it or not, your personal philosophy of management guides your priorities and shapes your days. Don't waste the chance to consciously influence what happens.

Maybe the male philosophies taught in management classes repel you. Historically women viewed the world differently, says Lynnette F. Brouwer, assistant professor of industrial management at the University of Wisconsin-Stout in Menomonie WI. But "Without a sense of our origins and heritage as women managers, we are rootless."

Women have always been managers. Before the Industrial Revolution both women and men worked at home. Only in the 19th century did "men's work" move to factories and offices while the term "housework" was invented for the complex economic activities women administered.

At first, women's jobs for pay usually extended their work as wives and mothers: housekeeper, seamstress, child care worker, cook, nurse, boarding house keeper or brothel madam. These experiences shaped their management thought. Brouwer identified five principles affirmed by women who wrote, lectured and ran complex organizations in the late 19th and early 20th centuries.

1. Unity through diversity. "Women in the home must be mistresses, as well as maids of all work; they have learned well the lesson of unity in diversity," wrote Women's Christian Temperance Union president ***Frances Willard***. The WCTU reached all ages and genders with its nurseries, Sunday schools, industrial schools, medical dispensaries, missions for destitute women and temporary lodgings for men.

Concern for ethnic minorities and other oppressed groups was an extension of women's domestic role as caretakers. ***Jane Addams*** established Hull House in a mixed immigrant neighborhood of Chicago; by 1895 it housed more than 40 activities and associations. Labor organizer ***Margaret Dreier Robins*** published fliers for the Women's Trade Union League in 11 languages.

"International peace is never coming by an increase of similarities [but] by the frankest and fullest kind of recognition of our differences," business writer and placement bureau founder ***Mary Parker Follett*** wrote in 1924. "Unity, not uniformity, must be our aim."

2. Relationships and interdependence. Women who traditionally defined their roles in relation to others learned to value relationship above individualism. Follett wrote, "It is not my uniqueness which makes me of value to the whole but my power of relating." Author and magazine editor ***Charlotte Perkins Gilman*** compared society to a living organism with interdependent parts.

Mary Barnett Gilson, who organized vocational training and taught economics at the University of Chicago, worked in Geneva in the uneasy years before World War II. She developed "an increasingly keen consciousness of a close-knit world, of a world in which entangling alliances are the inevitable result of the onrush of invention."

3. The good of the group. Wives and mothers routinely put the family's needs ahead of their own. When 19th century women organized to fight for abolition, temperance or suffrage, in order to gain access to political power they set aside personal interests to pursue the goals of the group. They saw science pushing society the same direction. Addams said the industrial age called for a new social ethic to take precedence over individual or subgroup interests. Gilman said evolution would bring "the gradual subordination of individual effort for individual good to the collective effort for the collective good."

Lynnette F. Brouwer

"From the group process arise social understanding and true sympathy," Follett wrote. In Gilson's view international law and order depended on "the sacrifice of sovereign 'rights' in the interest of general welfare."

4. Cooperation for productivity and peace. Quilting bees and canning parties reminded women that they could achieve more by working together. While some men extolled individualism and competition, Follett said humans "have developed not through struggle but through learning how to live together."

Women, the mediators of family squabbles, worked together for world peace. Jane Addams was elected head of the Women's Peace Party, the National Peace Federation and the Women's International League for Peace and Freedom.

Trade union organizers of both sexes promoted worker solidarity. Women, experienced in both roles as "mistresses, as well as maids" at home, wanted to give labor a voice in management too. "The industrial world would be a more peaceful place if workers were called in as collaborators in the process of establishing standards and defining shop practices," Gilson wrote.

Quilting bees and canning parties reminded women that they could achieve more by working together.

5. Education for all. Few 19th century women could attend college. They became advocates for all denied access to education: slum residents, industrial workers, immigrants and girls. Robins combined academics with field work in her Training School for Women Workers, while Addams provided learning opportunities at Hull House.

Gilson warned against assuming workers were dumb, and Robins and Follett equated education with democracy. Gilman said conservative academic institutions perpetuated human suffering by socializing people to memorize rather than think and conform rather than rebel.

"All this business about teams, diversity, being inclusive, building relationships in the workplace is nothing new," Brouwer concludes, and it's not just a fad. Male-run universities are finally starting to experiment with the approaches women have preached for generations.

—SC

Brouwer spoke at the Women in Higher Education conference in San Francisco CA in January 1998, sponsored by UT-El Paso. E-mail brouwerl@uwstout.edu

'Not Tonight, Dear, I Have a PhD'

People with the most formal education tend to have the least sex, according to an article in the February 1998 issue of *American Demographics*.

The article says people who went to grad school report about 50 "sexual episodes" a year, compared to those with some college reporting 62 per year.

Overall, the average American adult reports having 58 episodes a year, about one a week, lasting about half an hour. One in five adults reports having been celibate for at least a year, while one in 20 reports having sex at least every other day.

TV talk shows, editorial cartoonists and others had a field day with the data, but closer examination reveals a severely myopic view of sexuality, perhaps influenced by a culturally limited definition of a "sexual episode." More about this later.

The article was based on a combination of sources, including a database of almost 10,000 respondents collected by social scientists at the University of Chicago from 1989 to 1997 and Census Bureau data. Two male authors, professors John Robinson of the University of Maryland at College Park, and Geoffrey Godbey of Pennsylvania State University, made calculations and interpreted the data to reach the conclusions.

Are educated people more likely to value a relationship that's more cerebral than sensual?

Many factors correlate with frequency

Among the authors' conclusions on correlations with reported frequency of sexual activity:

• **Education:** Frequency of sexual episodes peaks among those with some college education, then decreases for those with four-year degrees and declines to the lowest rate of all for those with graduate degrees, for both women and men.

Sexual Episodes/Year, by Education & Gender

	women	*men*	*adjusted**
grade school only	22	47	58
some high school	51	69	59
high school graduate	54	65	58
some college	61	71	62
college graduate	61	61	56
graduate school	49	56	50

* adjusted for age, race; and marital status

• **Age:** Frequency of sexual episodes decreases with age. The authors express an "adjusted frequency" of 100 for those aged 18-24, 87 for those aged 25-34, 65 for those aged 35-40, and 47 for those aged 45 to 54, with very little difference between the sexes throughout. But at age 55, declines are more drastic for women than men, with the frequency rate for women dropping 50% to 25 at age 55-64, compared to a 4% drop to 53 for men.

• **Passion:** Self-defined liberals report more sexual activity, and highest of all among "extreme liberals," but activity is also very high among those calling themselves "extreme conservatives." The authors speculate, "People who are passionate about politics are also passionate about other things."

Also reporting significantly more sexual activity are those who approve of pre- or extramarital sex, see positive benefits to pornography and watch X-rated movies, jazz enthusiasts, those who work more than 60 hours a week, those who own guns, watch public TV or have preschool-aged children.

• **Religion:** Jews and agnostics are 20% more active than Christians, while Catholics are slightly more sexually active than Protestants. Those who attend religious services at least once a week report less sexual activity.

The authors conclude that the more sex a person has, the more likely she or he is to report having a happy life and believe life is exciting rather than dull.

What's wrong with this article?

First of all, consider the source. Ask yourself whether two female authors are likely to reach the same conclusions as the two male authors. How about the researchers? How likely is it that the lens of gender has affected some assumptions and conclusions?

Next, what is the definition of "sexual episode?" Asked her response to this data, a campus administrator with a PhD immediately questioned, "How do you define sex?"

• Must sex include intercourse? Does cuddling count? "Are educated people more likely to value a relationship that's more cerebral than sensual?" as another female administrator suggested to *WIHE*. What about same-sex couples?

• Must it include two or more people? Perhaps more educated people are listening to advice from former surgeon general Joycelyn Elders, avoiding AIDS and other

Educated Women Get More Stress Headaches

Yet another article reports both women and people with more education get more tension headaches.

The *Journal of the American Medical Association* on February 4 reported a study by the Johns Hopkins School of Public Health, which surveyed 13,345 Baltimore county residents by phone in 1993 and 1994.

Not only are women about 15% more likely than men to report tension headaches, but all those with more education had significantly more headaches. Not surprisingly, the number peaked among those with grad school education, where almost 49% of both women and men reported suffering from occasional tension headaches compared to the average was 38%. Of those with grade-school educations, 18.6% reported stress headaches.

A doctor at a Chicago headache clinic said women are more open about health complaints than men, which could account for the difference in the reported number of headaches.

Other findings in the article:

• About 43% say the headaches cause their work to suffer, and about 8% reported missing days at work.

• The number of reported headaches increased to age 30, leveled off at age 40, then declined in the 50s.

Economist Kathleen Stephansen knows what gives her a headache. "When you're a working mother, you've got a lot on your mind," notes an Associated Press article in the *Wisconsin State Journal* on February 5, 1998.

Sex Survey Provides More Q's Than A's

Requested to comment on this article, two women who are former campus administrators ask:

1. Do people who work more hours have more sex because they perform more quickly and frequently? Are they more compulsive about everything, including sex? Are they more stressed than people who work fewer hours, and find sex a stress reducer?

2. Do people who are liberals politically also see themselves as "free spirits' in other domains, specifically sex?

3. Do people who own guns multiply their machismo image with more sex? Are they more aggressive by nature and demand frequent sex, so are more active than those who seek out willing partners at compatible times?

4. Are Catholics following the scriptures to propagate the species: "... be fruitful and multiply?"

5. Are Jews and agnostics less restrained by notions of Calvinism and the Puritan Ethic? Since neither believe in the hereafter, are they more free in sexual behavior because they do not fear punishment in purgatory or hell?

6. Since men die sooner, and after 65 there are several women to every man, of course older men have sex more often than older women. They certainly have many more potential partners.

7. Why wouldn't parents have more sex? It may be the only fun they can afford. Kids are expensive... and what's the cheapest form of entertainment? Ditto for those on the lower rungs of the income ladder.

8. Professionals and those better educated have less sex, as traditionally defined. A strong possibility is their having a lot of things in life in addition to sex that "turn them on," so sex is one of many activities to choose instead of the primary one.

9. Do extreme liberal and extreme conservative attitudes lead to extreme approaches to many other parts of life? Likewise, do adventure seekers have more sexual activity because it fits their image?

10. A key to understanding this data may be that it's based on self-reports, not an actual behavioral audit, so it may or may not be true. People often give what they believe is the expected answer to seem normal or be cool. Often this leads to exaggeration, especially when the topic is sexual behavior.

complications by relying on masturbation. This especially could include overworked women administrators, who could get their social support from other networks and sexual support by other means.

• Must it include orgasm? Maybe more educated people have more job stress, and find it harder to relax.

• Is an "episode" based on time? Is a "wham-bam-thank-you-m'am" episode of five minutes counted as equal to five hours of touching, talking, laughing, kissing, dancing, perhaps including sexual climax? As one woman teacher told *WIHE*, "It depends whether you're seeking quality or quantity."

Third, just who is in the sample? While their demographics like age, income, hours worked per week and race look heterogeneous, one never knows.

Depending on the IQ of the sample, which is not reported, definitions can be tricky, jeopardizing its validity. For example, a patient in the emergency room at a Denver hospital recently denied being "sexually active." Told she had a disease transmitted only by sexual contact, she replied: "Well, it depends what you mean. I'm not active. I just lay there."

WIHE Web Site Offers New Attractions Check it out at: http://www.wihe.com

After you're read an issue of *WIHE*, do you get the urge to talk to someone about an article, yet there's nobody around? Starting March 1, you'll find plenty of opportunities to discuss what you've read via on-line bulletin boards, and many more Web site improvements.

This is the first major revision since launching our Web site in August 1995. In charge is a local company The Industry Connection, eight girl geeks whose work for other female-oriented groups we'd seen and admired. Here's what you get:

• **Selected articles.** An assortment of complete articles from current and past issues is available. Soon they also will be indexed by subject.

• **Bulletin boards.** The new, improved *WIHE* Web site offers reader bulletin boards based on the topics of key articles each month. Here you can post your comments, and share those by others in the network. Featured articles for the bulletin board section for March are on confronting campus conflict, ideas for marketing women's athletics, why more education means less frequency of sex, and women needing solitude. Of course, we're also interested in your feedback on articles.

• **Searchable job ads.** Now you can search for a new job among those listed each month in the Career Connections section by title, key words or region of the country. New ads can appear daily and some aren't in your printed issue of *WIHE*, so check the section regularly.

• **Advertise for women candidates.** Want to increase the critical mass of women on your campus or in your department? We've made it easy for you to get the info a search committee needs to place a job ad in a printed issue or on-line.

• **Subscriber services.** You can now renew your subscription, check your subscription status, change your address or title, or send us a love note on-line.

• **Research and statistics.** Wondering how many women are in the president's chairs, what percentage of women faculty have tenure, what is the average pay for women and men campus administrators in 170 jobs, what disciplines have the fewest and most women graduates, what is the percentage of black women getting degrees? Soon you can find out these and other facts on-line.

• **Conferences of interest.** You won't miss out on conferences if you check our on-line calendar regularly.

• **Hot links to other related Web sites.** No need to surf the Web when it's all connected right here.

• **Advice column.** Many subscribers contact us for career advice and other suggestions. We try to answer most the requests when we have time and know the answer. Now we can share their questions and our advice in our new *Ask Dr. Smarty-Pants* section. Of course, her advice is for entertainment purposes only and *WIHE* can take no responsibility whatsoever for its accuracy or application.

What's next? Soon we hope to offer subscribers even more benefits, including a full text index of back and current issues by subject. If there's interest, we may even put the whole issue on the Web site, and you can subscribe only to the on-line issue and save a tree!

Solitude Can Help Women Learn About Themselves

After years of real life experience, scores of transitional women — recently separated or divorced — are returning to school. Alone now, they seek education for reasons of their own. How can you help them succeed?

In adult ed and women's studies, women's ways of learning are usually presented in terms of connection and relations. A presentation at the Women In Higher Education Conference held in San Francisco in January points out the incompleteness of this approach.

Mary Helen Conroy-Zenke

What's missing is that women also need solitude to achieve independence and self-knowledge, asserts Mary Helen Conroy-Zenke, a PhD candidate in adult education at the University of Wisconsin-Madison. "It's the flip side of women's tendency to be collaborative."

Solitude is an everyday experience for these women, yet it's never discussed. She is studying single parents returning to school, focusing on the social reality for a woman who is separated or divorced. She found being alone, and being comfortable with being alone, is a major step toward constructing self-knowledge.

... being alone, and being comfortable with being alone, is a major step toward constructing self-knowledge.

Society considers solitude

The idea of solitude as a means to self-discovery and self-identity isn't new, yet solitude for women has always had a bad rap. Where solitude in a male was viewed historically as a quest for "cosmic wisdom," a woman alone was considered a spinster, sad (a maiden aunt) or frightening (a witch). While Thoreau won praise for seeking to be alone in the woods, Emily Dickinson became "a tortured ill woman alone in a garret." Women who accepted the negative images avoided being alone, losing the chance to experience its benefits.

Others found ways to get time for themselves. Victorian ladies regularly retired for an "afternoon rest," escaping the societal convention of constantly attending to others' needs. Florence Nightingale developed a "neurotic illness," which released her from household duties so she could study and write in solitude.

The history of women in higher ed reflects the same tension between getting what one wants and being socially acceptable. Women sought higher ed primarily as helpmates to university-educated males. Women couldn't learn outside the confines of a marriage until the founding of women's colleges on the model of the elite Eastern men's colleges. And the majority of these women remained single after graduation.

The legacy of these women is that solitude is necessary for creativity. Yet women today face the same negative views of what it means to be alone in the world.

Redefining solitude as a positive

Educators need to acknowledge these views, and help women redefine the power of solitude in the learning process, Conroy-Zenke says. By using language and their ability to define and name, women have the power to redefine their experience. Redefining solitude starts with women perceiving the power of being alone, not just connected. As Alice Koller describes in *The Stations of Solitude*:

> *Being solitary is being alone well... aware of the fullness of your own presence rather than the absence of others. Because solitude is an achievement. It is your distinctive way of embodying the purposes you have chosen for your life, deciding on these rather than others after deliberately observing and reflecting on your own doings and inklings, then committing yourself to them for precisely these reasons.*

Conroy-Zenke offers keys to making solitude positive.

• **Choice**. Women in transition constantly make choices about the substance and form of their new lives. Understanding that a decision to live alone is a choice empowers a woman. Similarly, making choices among educational options enables women to discover their own paths. Having made personal and curricular choices, she can better understand the choice of solitude as a positive step in a path toward self discovery:

> *I may choose to have lunch by myself, or to spend an afternoon reading alone and have it feel good. I can enjoy time alone when I know that it is not a permanent or defining condition in my life, it will not represent the totality of my experience.*

• **Trust**. For the returning adult woman student, developing trust in the classroom depends on whether her experiences and voice are acknowledged. A supportive learning environment includes valuing the "useful knowledge" she brings to the classroom, through teaching methodologies such as shared leadership, contracted grading systems and the integration of cognitive and affective learning. Being trusted in the classroom helps women gain trust in other areas of their lives. After all, they already manage households and budgets, careers and kids.

• **Self-worth**. As they adjust to a new life alone, women in transition must rediscover their self-esteem. After years of considering themselves only in relation to others, they must discover what Conroy-Zenke calls "self-in-relation to self." Educators' roles in this process are to understand the psycho-cultural assumptions on which people base their lives, and to challenge them.

In *Women's Ways of Knowing*, co-author Mary Belenky discusses learning as an unfolding process of acknowledging one's self-worth in a classroom. This happens as learners begin to trust their internal authority as much as they do external authorities, and begin to bring the two together. When women experience self-worth in the self-creation of knowledge, they can realize it in other parts of their lives, the key step to taking responsibility for oneself.

Our lives consist of moments alone and moments together. By reframing the value of solitude and its connection to education, we allow ourselves to take responsibility. And this is the gift of solitude, Conroy-Zenke asserts. ■

—DJ

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We All Won the Gold

Last month's 1998 winter Olympics in Nagano, Japan reminded observers that you never know what'll happen next to change the course of human events.

- A Canadian snowboarder was threatened with losing his gold medal for testing positive for pot. But when the rules failed to mention it as a performance-enhancing drug, he got to keep the medal.
- A top German skier injured himself by veering off-course and crashing through two fences, yet came back later to win two gold medals.
- The U.S. men's ice hockey team, composed of multi-millionaires from the National Hockey League, failed to win a medal and finished 1-3 in games.
- The U.S. women's ice hockey team, amateurs competing against Canada's women for the very first time as an Olympic sport, won the gold medal.

A golden opportunity

With the U.S. women upsetting Canada to win the Olympic gold medal comes all sorts of unexpected changes. They won gold for all of us women doing what only men were thought capable of doing. The 1998 Team USA victory stirs up memories of the 1980 "Miracle on Ice" when a bunch of U.S. college boys pulled a major upset by beating the Soviet machine of professionals to win the gold medal.

What it really means is tens of thousands of young girls and women in the U.S. will soon get the chance to play ice hockey, as they see female role models show them it's OK to play. Although USA Hockey now registers 23,000 women players, today fewer than 40 colleges have women's teams. But that will change soon.

It comes at a perfect time for schools like the University of Wisconsin, which is agonizing over which new women's sport to add to bring it closer to gender equity for women athletes. Wisconsin is still in trouble over a 1989 gender equity complaint to the federal Office for Civil Rights. Last year females were 52% of the student body, but only 40% of its athletes.

On March 3, another public hearing is scheduled with the university's planning and equity committee over which new women's sport to start in the fall of 1999. Contenders are ice hockey, lacrosse and water polo. The committee is expected to recommend its choice to the athletic board on March 17, and the board is to act on it April 17.

With the wild media hoopla sure to result from Team USA winning the first Olympic gold medal in the history of the sport, Wisconsin's decision looks like a no-brainer. But no university decision is ever guaranteed. When the athletic board looks at the current $1.3 million annual budget for the 32-member men's hockey team, and rolls its collective eyes over a similar expenditure for women, it may settle on the low-budget lacrosse.

If that happens, expect at least one Wisconsin resident to phone the Trial Lawyers for Public Justice, which has successfully sued at least a dozen colleges and universities including Brown University over gender equity in sports.

Tears get in my eyes

Having played ice hockey with the first University of Wisconsin women's club team in 1973, I feel like an ancient pioneer in the sport. My shorts and shin pads are original equipment. My shoulder pads, hand-me-downs from a teammate who got new ones 10 years ago, failed to prevent a huge bruise on my arm from last weekend's games against players my daughter's age.

Several years ago many of us pioneers split off the university club, having tired of taking one-credit courses to stay eligible to play, and formed the first of what is now ten women's club teams in Madison. There are also five girl's teams in the city.

To think that what we started 25 years ago is finally being recognized as a valid and valuable endeavor for women is awesome. In fact, on a much lesser scale, I can share some of the same feelings as Team USA. Last month my team won gold medals in the senior women's ice hockey division of a statewide competition known as the Badger State Games. I wore mine to work the next day.

Team USA has local ties

Karen Bye, TeamUSA's leading scorer with five goals in six games, is from River Falls, Wisconsin, where she played hockey with her high school boy's team. She also led her University of Wisconsin-River Falls club team.

Cammi Granato, from Illinois, had three brothers who played for the University of Wisconsin men's team. Tony now plays for the NHL's San Jose Sharks, while Kevin currently plays on the university team. Cammi probably would have come here too...

Over the years, Wisconsin has sent dozens of outstanding women hockey players to Eastern schools, any of whom might have played on Team USA. Perhaps their daughters will be lucky enough to play for the Wisconsin women's varsity ice hockey team, and eventually they'll get the last laugh.

Mary Lee

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And the Women Shall Lead the Way...

It is women who will make the changes that will be made in higher education and the world," according to Gloria Randle Scott, president of Bennett College NC.

"We've lived through the worst decade in higher education," Scott said, and the years ahead will not be business-as-usual. "Women bring a new vantage point," she explained. And women will lead in reviewing and restructuring the academy. In the next generation, women will play a greater role than ever before in shaping the history of the world, changing the world by changing higher education.

Gloria Randle Scott

Scott, head of the 125-year-old historically black college for women since 1987, spoke at the 1998 National Association for Women in Education (NAWE) conference in Baltimore last month.

"Higher education produces leaders for the next generation, who will provide the structure and infrastructure," Scott said. The overriding issue is how to take "the raw products of higher education" — instructors, resources and services — and bring them together with students' potential to address the complex issues of the 21st century.

Until recently women have been bystanders in the change process, according to Scott. But now their viewpoints have never been more needed. At a time when there is growing diversity and a growing rift between the have's and have-not's in the U.S., women can play an important role in finding solutions. "Our democracy is in real trouble, no matter how you view it," Scott observed.

Women must take responsibility for creating solutions; otherwise they will not have the opportunity to earn "combat pay." Scott identified ten key issues in higher ed

1. Deepen the curriculum

"We've got to deepen the curriculum so the knowledge is real," Scott said. "We've gotten to feeling, thinking and believing, and away from our knowledge base. We must speak out on the terrible foray of ignorance that engulfs the country." But Scott isn't suggesting just learning compartmentalized knowledge. "We produce fabulous engineers who don't even know where engineering started," she said. Pulling the disciplines together is an endeavor where women can make a great contribution.

2. Initiate new kinds of communication

"We need to enter new kinds of dialog in academe," Scott said. "We shy away because we're not comfortable, but there is no comfortable place to be in higher education." Undertaking new conversations requires confidence. "Any athletic coach can testify to the importance of confidence," she noted. "Our expectations continue to be the greatest prediction of our success. The knowledge executive must be optimistic."

3. Reach out of the ivory tower

"How do we take the academic into the community?" Scott asked. "The great move forward to volunteerism has caught the country's eye," she said, but the U.S. still has very large pockets of people in great need. "We've decided to cut welfare to women and children, but not to airline companies and automakers," she noted. Scott believes the academy has failed "to speak out on issues that really affect society" and that higher education especially needs to initiate more precollegiate partnerships and think about how to reshape the community.

4. Talk about racial issues

Scott pointed out that the U.S. still has race problems, wondering "why the academy has done little about it." She suggested women enter dialogs about race with vendors, supporters and students. Scott used the example of a white college where administrators routinely call parents to ask "Is it OK if your daughter has a black roommate?" Scott said, "If such a policy is not challenged, it will con-

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tinue." She believes women are more able than men "to go into the fray" and discuss this difficult issue, rather than simply accept the status quo.

5. Make a space in your life for renewal

"While we do so much for organizations, we also need renewal. We need to eat and drink and take time for ourselves," Scott said. Relax. Race and other issues will be with us in the future. Finding solutions does not mean eliminating issues. "Pluralism is a fact of life," Scott noted. Speaking as a geneticist, she added, "We'll never have a color-blind society, ... unless there is a great mutation." What higher education can do is to "make sure the environment is hospitable to both women and men of all races."

6. Restructure to create new paradigms

There's no question that higher education — including its leadership teams — needs to be restructured, according to Scott. "Women have to lead the way. And as women move into positions of decision making and authority," both women and men "must take direction from women in authority positions." Observing that the current model of U.S. higher education originated from the German university system and the military model, she said "We have real opportunities now to make it different."

7. Initiate discussions on gender equality

"Raise up a variety of gender issues and deal with their implications," Scott recommended. She pointed out that Title IX has led to huge improvements in women's equality in campus athletics during the past quarter century, but women need to experience equality on the "academic and personal development side too." (See page 8.)

8. Examine the academy

"Created to seek truth," the academy has a responsibility to help define the values of society, according to Scott. "Academic freedom says that we have the right to seek the truth. But if that value system has ended," who is taking responsibility for truth-seeking in the society?

Today's students parrot facts about academic freedom and values: "They can repeat what they have heard without understanding it a bit," Scott said. They need to develop in-depth understanding of the mission of the academy.

9. Use technology to create new models

Technology can help women renew and restructure the academy, but students seem to understand technology better than many higher ed leaders.

"But we have to consider how to use it," Scott cautioned. The virtual university has emerged. But is the virtual university anything more than a "glorified correspondence course where students sit alone in a corner" working with their computers? "Growth comes from being in discussion with others," she believes.

10. Garner financial support

The developments of the last decade have underscored how much colleges need "economic support for long-term viability," Scott said. Too much dependence on government funding on the one hand and ever increasing tuition on the other both present problems to higher education. "We need a new paradigm to support higher education," she noted. And women will lead the way in its creation. ■

—DG

New Group Targets Violence by Athletes

Two women who reported rapes by college football players have formed a National Coalition Against Violent Athletes. The group will advocate for victims of violent athletes and educate fans about stars' transgressions.

"Society has become desensitized to the violence," said Kathy Redmond, 24, who won a $50,000 settlement after she sued the University of Nebraska in a civil suit for failing to provide a safe environment. She said she was raped twice by NY Giants football player Christian Peter in a residence hall in 1991, when both were Nebraska students.

"They simply do not want to believe or admit that this athlete, whom we live through vicariously... is capable of deviant behavior," Redmond said. "It is time that people alert themselves to the fact that some of their sports heroes do have a dark side. They have criminal tendencies and should be held accountable when they act on them."

Joining her was Christy Brzonkala, who accused two Virginia Tech football players of rape in 1994. Saying the school's priority in handling her complaint was keeping the players on the field rather than protecting her from injustice, she is suing the school and the players for $8.3 million, the exact amount the school earned by playing in the Sugar Bowl in 1995, when she filed the lawsuit.

Redmond cited a 1996 study by the Center for Sport and Society that found athletes committed between 20 and 30% of campus violent crimes against women, although they comprise just 3.3% of the student population.

She noted with approval the uproar created by an arbitrator's decision to reinstate the contract of former Golden Gate University star Latrell Sprewell, after he choked and threatened to kill his coach in the NBA.

"I think the sports world is finally getting a feeling of what it's like to be a victim and not be able to do anything, because they're feeling that outrage right now that thousands of victims are feeling.

The news is from the *The Chattanooga Times* on March 6, 1998. ■

WOMEN IN HIGHER EDUCATION

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Bias Costs Kennesaw State U Big Buck$

It started in 1994, when Kennesaw State University GA failed to renew the contracts of all five Jews among its 25 temporary faculty. When a non-Jewish department chair complained, she was removed as chair.

So far, the costs have mounted to $800,000 for the two lawsuits, and three more remain active. Last month former communications instructor Bari Levingston settled with the Board of Regents for $150,000.

Levingston said the settlement vindicates her discrimination claim, and should be a red flag.

"I just hope that no one else walks on that campus as unaware as I was of the ongoing discrimination, and I hope my case has given the Board of Regents insight into what is happening at Kennesaw State," she said.

Levingston was forming a task force to investigate incidents of a swastika being painted on the door of a black faculty member, and anti-Semantic fliers shoved under the door of a Jewish professor, when she was notified of her contract not being renewed.

Last summer former communications department chair Candace Kaspers won a $275,000 jury award for being unjustly demoted from chair. She said the school ultimately agreed to pay her $750,000 to cover legal expenses and her agreement not to seek reinstatement.

"There were some things said to me behind closed doors during my reinstatement negotiations that indicated Kennesaw was not a place I would want to be," Kaspers said.

Lawsuits by two other Jewish faculty members are nearing trial, and a fifth suit that was dismissed is being appealed, according to *The Atlanta Journal-Constitution* on March 6, 1998.

AAUW: Good Teacher Training Reduces Gender Bias Better than Single-Sex Classes

Despite many experiments with single-sex classes in elementary through high school from Maine to California, a new AAUW report finds the teacher is the key.

"There is no evidence that single-sex education in general works or is better than coeducation," it concludes. Even single-sex classes "can reinforce stereotypes about men's and women's roles in society just as coeducational programs can."

Instead, "sound teacher training" is the key to reducing sex stereotypes in the classroom, advised AAUW president Sandy Bernard, a former Head Start teacher. Valerie Lee, professor in the school of education at the University of Michigan, is one of the 16 education experts contributing to the report. She called single-sex programs a "quick fix" in the quest for equity.

Although the report found no conclusive evidence of benefits in single-sex schools, it did find they're extremely popular with girls. One educational consultant said when girls find enough discomfort with what happens in coed classes, they simply leave.

That also happens a lot in higher ed, where research shows females are more likely to drop out of math and science classes. The report reinforces the need for enlightened teacher training programs.

The report is from the Cox News Service, in the *Wisconsin State Journal* on March 12, 1998.

Medical Schools Lead in Sex Harassment

Almost half of female doctors (47.7%) report having been the targets of gender-based harassment and one-third (36.9%) report direct sexual harassment, according to a new study.

Although 42% of today's medical students are women, medical schools top the list of sites where harassment occurs, according to Dr. Erica Frank,who led a team of Emory University GA researchers publishing the report in the February 23 issue of the *Archives of Internal Medicine*.

"Present thought characterizes sexual harassment as primarily a manifestation of power, rather than sexual attraction. The profession of medicine, particularly in academic settings, may be especially prone to harassment because of the importance of hierarchy," researchers said.

The 1993-1994 nationwide survey found younger doctors report more harassment than older ones, especially those in surgery and emergency medicine, fields that especially value hierarchy and authority.

"This is the first study of the harassment of women physicians in a large national sample," said Janet Bicknel, VP for institutional planning and development at the Association of American Medical Colleges. She had hoped the increase in female medical students and in school policies against harassment would have decreased the problem, but clearly that isn't the case.

Remedies would be for medical school deans to take strong action against faculty harassing students, and to teach female doctors how to deal with patients who harass them.

"It's learning how to re-direct the conversation or the exam in such a way that it doesn't insult the patient but re-establishes the doctor's authority in the patient-physician relationship," she said. The Associated Press report on the survey appeared in the Rochester NY *Democrat and Chronicle* on February 23, 1998.

Sturnick to Lead ACE Office of Women

Leadership expert Judith Sturnick, former president of the University of Maine at Farmingham and Keene College NH and now a California consultant on leadership and change, will direct the American Council on Education's Office of Women. She succeeds Donna Shavlik, who left in September to create a spirituality-leadership retreat in Montana.

Having earned a PhD in English from Ohio State in 1967, Sturnick has been active in higher education for 30 years, as a professor, administrator and writer, then as a speaker and institute leader for HERS and the new HERS for athletics administrators.

National leaders in women's issues hope the appointment of a strong leader like Sturnick to direct the office of women signals a return to ACE's commitment to strengthen support of the office.

Title IX: Not Just for Campus Athletics Anymore

Does Title IX apply to museums? That's the key question in a claim against three New York City museums by the Title Nine Taskforce (TNT). Women artists and supporters in TNT say the law should do for women artists what it's done for women collegiate athletes: Level the playing field.

"Title IX, passed in 1972, prohibits gender-based discrimination by educational institutions that receive federal funds," explained Eileen Kane, a member of TNT's legal committee.

Their challenge could open the door for other applications of Title IX, on and off campus. An article in *The Women's Quarterly*, a publication of the conservative Independent Women's Forum, says the US government channels $96 billion a year in education funds to schools, museums, local governments and training programs. At the 25th anniversary of Title IX, President Clinton said he planned to extend the scope of Title IX.

TNT is filing a Title IX claim against the National Endowment for the Arts (NEA), and also the Solomon R. Guggenheim Museum of American Art, the Museum of Modern Art (MOMA), and the Whitney Museum of American Art. TNT claims their exhibits and programs are educational, and since they get federal funds through the NEA, they should be subject to Title IX.

Museums define what is valuable, and women are not being included in that definition.

TNT evolved "in a very peculiar way for a feminist activity," according to Mary Beth Edelson, artist and TNT member. (On page 1 of *WIHE*'s June 1996 is Edelson's poster of women's faces at the last supper, which stirred controversy at Franklin and Marshall College PA.)

Bill Bartman, head of the nonprofit ART Resources Transfer gallery and bookstore in Chelsea NY, saw a TV report on Title IX and its applications. Having heard women artists complain about limited access to museums, Bartman suggested filing a Title IX claim. He gathered a group of young women artists and then pulled in activist Edelson as a mentor, and other seasoned artists joined to form TNT.

Dynamite data backs up TNT's claim

While TNT is in the process of filing a Title IX claim, members are collecting enough statistical dynamite to blow Title IX open to aid thousands of women artists. TNT member Tracey Brinson is researching the representation of women artists in MOMA exhibitions and catalogs for the past 10 years. She's documenting not only their number, but whether their work appeared in the main gallery or a side gallery, as part of a traveling exhibit, whether a solo or group exhibit, and whether the catalog was hardcover, paperback or a brochure.

Last year, MOMA mounted "A Decade of Collecting: Recent Acquisitions in Contemporary Drawing," featuring 67 artists: 15 women and 51 men. Of all solo shows in MOMA's main galleries from 1987 to 1997, only 10% featured work by women artists. Comparable figures were 17.3% for the main galleries at the Whitney Museum's principal branch and 21% at the Guggenheim Museum.

More than half of U.S. artists are women

The disparity can't be explained by numbers. More than half (51.2%) of all U.S. artists are women, according to the 1990 Statistical Abstract of the United States. Women earn two-thirds of baccalaureate degrees in fine arts, 60% of master of fine arts degrees and 59% of doctoral degrees.

Is the work of women artists of less quality? Many women artists "do things that make your eyes fall out of your head," sculptor and TNT member Janet Henry said. "You hear that museums represent excellence, and of course women artists are excellent," said Edelson. "The public is being denied access to this excellence."

'A quilt with every other square cut out'

"The fact that museums show mostly the work of white male artists is like a quilt with every other square cut out: It provides less than adequate coverage," noted artist Gae Savannah, and limits the insights that a more diverse art collection provides.

While TNT hopes Title IX holds the key for turning the situation around, it's also looking at using Title VII and other federal, state and local civil rights statues.

"TNT's goal in filing this claim is for the museums to come into voluntary compliance," Edelson said. If the public begins to question museum supporters and staff about women artists, they may voluntarily increase their representation of women artists.

The higher education dimensions

Yolanda Wu, a lawyer at the National Organization of Women's Legal Defense and Education Fund, said TNT's approach is novel, calling Title IX "an underused statute." With museums, the court "would have to look at each instance and determine that it's educational and receives federal funds," she said.

Despite the effects of Title IX on campus athletics, Wu thinks "there definitely still is discrimination in higher education," suggesting women look at housing and counseling programs and at "discrimination based on marital status and pregnancy."

Women underrepresented in the curriculum

Savannah also teaches women's studies and contemporary art issues at CUNY's Baruch College and the School of Visual Arts NY. "I want to teach about women artists in my classes but can't find sufficient material on them," she said.

Without museum representation, many women artists are invisible to the public, Savannah said. "The primary issue of Title IX is access. Museums define what is valuable, and women are not being included in that definition."

If TNT is correct, the next question will be what else does Title IX cover? Suggestions include at least campus art centers, housing, counseling and student literary journals. Stay tuned.

—DG

For information, contact: Mary Beth Edelson, (212) 226-0832.

Campus Administrative Salaries Rise 4.6%; Females Still Lag

Salaries for campus administrators last year rose more than in the previous 30 years, 4.6% compared to a growth of 3.7% the previous year. Inflation was 1.7%.

The College and University Personnel Association (CUPA) surveyed 1,515 institutions covering 170 administrative positions in September 1997, from CEO to admissions counselors.

For the chart at the right, *WIHE* selected 54 job titles most likely to be filled by women, plus a few more for comparison. Of the 54 job titles in four different types of schools, only 15 jobs show women earning higher median salaries than men, fewer than last year's 19 jobs and 1995's 30 jobs.

Many but not all salary differences can be explained by women having fewer years on the job.

The largest median salary increase took place in executive positions with a 5.9% gain. Academic affairs was not far behind, gaining 4.8%. The good news is that in 11 of the academic affairs positions, women averaged higher salaries. The increases in these two areas are inflated by doctoral schools, with salaries up from 3.5% to 4.6% overall. Salaries rose more in private schools than in public schools. They were up 3.1% in two-year schools.

Salaries in student affairs, where women congregate, grew by just 3.7%, up less than one-tenth of 1% from last year. In student affairs, women's earnings are higher in only two of the 15 categories listed here, and even those by less than $100.

As in past years, medical school deans and CEOs of university systems earn the highest salaries. These jobs are mostly held by men: Of medical school deans, 43 were men and three were women. CEOs of university systems were 15 men and one woman.

The lowest paid job surveyed remained the same as the past year. Admissions counselors earned a median salary of $25,419. Females earned $1,741 less than their male counterparts, even though 69% of those reporting were females.

Although schools spend more and more on colorful view books, catalogs, videos and even Web sites to recruit students, salaries for those providing the direct contacts with students remain low.

Copies have been mailed to CUPA member schools. Others can order them from CUPA by calling (202) 429-0311, ext. 395, or fax your order to (202) 429-0149.

—KO

Gender Differences in 1997-1998 Administrative Salaries

	Doctoral		*Comprehensive*		*Baccalaureate*		*Two-Year*	
	Female	Male	Female	Male	Female	Male	Female	Male
CEO single unit	158,760	189,595	126,000	134,249	124,800	125,066	100,500	104,545
Asst to pres	76,500	87,775	52,082	70,945	40,000	60,000	41,276	64,221
Exec VP	-	160,000	**99,857**	**99,000**	73,779	91,900	80,898	81,744
Chief acad off	**151,200**	**150,000**	95,004	100,000	**85,550**	**84,900**	**75,248**	**74,488**
Asst chief acad off	**103,500**	**102,721**	72,561	78,224	53,776	63,353	**64,261**	**61,709**
Dir library serv	**100,912**	**98,565**	60,200	66,932	46,279	50,586	46,871	52,353
Dir instit res	70,760	73,138	49,075	57,411	44,995	54,590	46,870	52,353
Dir learn res ctr	57,077	66,360	40,773	51,582	34,120	38,775	49,703	52,299
Dir sponsored res	71,044	78,250	47,380	62,149	39,794	52,650	53,600	59,816
Dean arts & sci	121,423	123,750	85,148	86,521	**72,950**	**64,927**	**61,240**	**59,836**
Dean, business	136,086	140,000	81,271	94,302	53,976	61,200	58,845	60,213
Dean, communica	**129,850**	**112,175**	64,062	82,472	-	46,833	68,506	59,259
Dean, cont ed	95,847	98,906	69,142	75,000	53,848	65,150	58,758	64,370
Dean, education	111,940	112,374	80,000	83,400	50,620	57,622	-	68,476
Dean, health rel	105,656	112,217	86,814	89,471	51,966	-	58,035	71,320
Dean, humanities	103,312	113,333	57,982	68,753	**54,075**	**49,000**	**61,022**	**60,094**
Dean, sciences	-	127,296	77,493	81,403	50,426	60,342	60,842	62,131
Dean, soc sci	121,000	123,116	64,764	73,920	46,501	58,322	50,316	61,033
Dir, contin ed	66,271	77,200	47,300	60,643	40,216	51,855	49,550	54,392
Chief bus off	127,926	132,600	88,400	96,497	74,000	84,251	63,600	75,198
Chief admin off	109,692	124,200	76,427	86,661	71,500	72,500	70,306	71,038
Chief fin off	**129,688**	**107,100**	70,000	78,363	64,000	70,000	55,748	66,949
Gen counsel	100,825	111,300	76,812	78,375	71,000	76,320	-	-
Chief pers/HR	84,500	84,500	55,063	61,614	44,976	53,327	50,939	58,575
Assoc dir pers/HR	55,755	67,829	40,600	49,226	39,750	51,123	42,961	46,132
Mgr benefits	47,385	59,251	34,882	38,898	30,536	43,433	34,882	-
Dir AA/EEO	66,826	74,615	52,332	59,000	54,453	66,421	53,864	55,400
Comptroller	83,250	85,332	54,302	60,729	45,997	55,782	45,828	56,688
Mgr payroll	46,200	54,503	34,109	38,625	29,123	39,440	34,700	47,448
Dir purchasing	63,655	65,000	41,550	49,113	34,929	43,012	34,433	40,000
Assoc dir purch	45,979	50,000	35,024	40,839	27,966	32,868	24,600	40,138
Dir bookstore	50,606	61,470	34,076	44,906	28,455	36,552	32,032	38,796
Chief devel off	103,866	124,139	72,646	89,314	71,184	79,404	54,651	59,238
Dir annual giving	50,000	60,000	39,634	40,091	37,421	41,748	40,000	40,891
Chief PR officer	78,675	99,920	51,500	58,375	42,500	50,000	42,824	48,883
Dir alumni affs	56,050	76,531	39,346	45,900	37,000	39,813	37,883	37,400
Dir comm serv	58,000	61,068	42,887	50,355	33,432	47,700	45,421	52,295
Dir publications	53,312	56,323	40,360	42,285	35,422	39,872	38,245	47,032
Dir info office	58,046	66,425	43,260	45,364	37,350	36,111	38,762	38,963
Chf student affs	104,000	113,352	79,017	82,661	70,000	65,325	65,268	67,921
Dean of students	75,775	77,417	53,250	59,800	46,724	49,303	62,511	64,064
Chief admiss off	68,000	75,029	55,216	58,404	50,087	53,306	44,697	51,824
Assoc dir admiss	48,034	50,049	38,770	41,050	33,750	36,523	36,101	42,087
Admiss counsel	**32,429**	**32,356**	26,000	31,394	**24,213**	**24,204**	30,770	32,421
Registrar	65,647	71,800	47,346	55,755	40,000	45,483	38,341	53,720
Assoc registrar	46,175	51,312	34,608	41,421	30,708	32,809	32,341	44,494
Dir student fin aid	64,795	69,700	48,099	53,336	40,000	47,700	44,472	46,811
Dir student hous	57,045	67,583	42,608	46,000	32,113	35,078	31,000	36,000
Dir student union	49,814	59,005	43,670	47,621	39,730	36,675	-	-
Dir student activ	46,500	45,000	33,825	38,500	30,000	30,800	39,545	41,296
Dir career dev/pl	54,613	57,657	40,219	48,060	35,683	40,365	37,736	46,668
Dir athletics	90,000	111,750	57,721	64,127	45,655	52,159	42,562	50,371
Dir campus rec	50,527	55,897	33,000	39,300	34,053	32,775	33,995	37,030
Dir conferences	46,755	61,853	35,375	41,400	34,711	36,000	38,720	45,362

Screened figures indicate women earn more than men in this job title.
From the annual administrative survey by the College and University Personnel Assn.

52 BEST COPY AVAILABLE

How to Get Paid What You're Worth in Your New Job

You'll never have a better chance to negotiate the best compensation package for yourself than when you first come on board. Women realize there's more to compensation than meets the eye, considering other benefits besides salary, especially in the higher administrative levels.

The tangible payoff for your hard work at personal career development depends on your own willingness to work equally hard to get the best package possible for YOU. Five rules apply to female academics as well as corporate executives.

Rule 1: Know your market value

The salary comparison information on page 5 covers 54 selected administrative positions in doctoral, comprehensive, baccalaureate and two-year schools as reported in the new 1997-98 Administrative Compensation Survey by the College and University Personnel Association. Study it, then use your networks to learn regional variations, the norms for non-salary elements of compensation and the salary differences between public and private schools.

Many public schools have an inflexible salary range for each position. The range is public information, although it's bad form to ask the search committee any financial questions before you're under serious consideration. But it's fine to ask the search consultant if the institution is using one, says Maria Perez, head of Perez-Arton Consultants in Ossining NY. Consultants are most often involved in recruiting candidates for jobs at the dean's level and above.

Knowing your walk-away point helps you negotiate with confidence, and protects you from accepting a job that you know in your heart can't meet your needs.

Rule 2: Be reasonable

Bizarre, premature or constantly changing demands can make a committee regret it ever met you. Ask about compensation policy details before signing a contract but don't expect a waiver of every policy you dislike. Again, private schools can be more flexible than public ones. You have the most negotiating power if you're a rare "very hot property as a faculty member" or a candidate for dean, vice-president or president.

Some top-level women administrators negotiate compensation packages that provide flexibility and personal time, especially if they're working on doctorates. Two examples are Mary Fox, VP for university relations at St. Mary's University MN, and Lynn Gangone, executive director of the National Association for Women in Education (NAWE). Both negotiated for reduced time on the job to let them attend classes and work on dissertations.

In some circumstances it's reasonable to ask the school to update its policy. As a president you're expected to entertain. What if all your predecessors had wives to play hostess? "They think you can do it all. After all, you're Superwoman!" Perez said. One presidential candidate negotiated full-time household help and the right to change her staff. A mother with three children needs to be free to make adjustments if the housekeeper hates kids.

Plan to keep any redecorating well within the decorating budget and institutional and community norms. Presidents have gotten into trouble for redecoration that was extravagant by local standards. If the house or office is in nice condition but doesn't suit your taste, you can ask about redecoration but don't take it for granted. A "no" for reasons of cost might be open to discussion, but in a historic building you may have to live with the Victorian wallpaper.

Rule 3: Know exactly what you want

Make a wish list and then sort out the "musts" from the things you can live without. If you plan to insist on some items outside the school's traditions, you'd better be ready to compromise on others.

An administrative relocation can make you give up a lot: job security, professional development opportunities, retirement plans and even home equity if the school provides your housing. Check it out.

Not every administrative position automatically carries faculty rank and tenure. Many prohibit both at the dean's level and above. Some permit faculty rank but not tenure, and others allow tenure but only after a waiting period of up to five years. Decide how much you care even before you ask.

How important to you is your own personal professional development? The university probably has institutional memberships in associations like ACE, AAHE, AACU or NASULGC; does it also buy you an individual membership or will you have to pay for it yourself? Will the school pay your way to appropriate leadership institutes like those at NTLD, HERS or NAWE, or the New Presidents' Institute at Harvard?

What happens to you if things don't work out? Institutional policy may or may not permit severance agreements. A $100,000-a-year vice-president who drops to faculty rank at $50,000 takes a 50% pay cut. One who's not allowed to switch to teaching is out in the cold. Here's where tenure comes in handy. Position yourself so you won't lose health benefits, life insurance or unused vacation time.

Rule 4: Don't overemphasize salary

If the college or university can't meet your salary goals, look at the rest of the package before you say no—and if the salary looks good, be sure you know what job-related expenses it's expected to cover. The higher your level, the more financial elements a package involves in addition to salary. For example:

• *Retirement.* "Some 30- or 40-year-old candidates may say they don't need to worry about retirement yet. They do," Perez said. What's the retirement package? Is it portable? Plans are changing rapidly, with greater employee contributions and changing federal laws.

Most private schools are in TIAA, which vests reasonably quickly, but some state systems take 10 years to vest. That means if you leave after nine years, you take out

only what you put in. Ask if you can switch to an alternate plan like TIAA or Fidelity. "People need to crunch the numbers on retirement. Women are getting more sophisticated about this," she said.

• *Travel.* Don't take anything for granted. Some community colleges don't reimburse candidates for travel expenses. Many schools won't pay for your family or significant other to visit the community. A few don't pay relocation expenses, and some pay a fixed amount for relocation, regardless of actual cost.

Get a clear definition of appropriate use for any car the school provides and plan to keep scrupulous records. You never know who may demand them: the regents, the legislature or the IRS.

More and more colleges and universities have relationships with schools overseas. Learn the policy on overseas travel on behalf of the school. It may vary according to your position level. If you want your spouse or significant other to come along, that's your business and usually your own expense.

• *Entertainment.* At the dean's level and above, ask what entertainment you're expected to do. Dinners for students, faculty, alumni and community notables? Then you'll need an allowance with very clear guidelines for uses and accounting. What will the university provide, what comes out of your entertainment allowance and what's your own financial responsibility?

To avoid issues later, keep a sharp distinction between personal and school property. "That can be one of the uglier ones," she said. One presidential couple used their own silverware, china and linens when they entertained for the university. Their associates assumed all were university property. When the couple moved on, they were unjustly accused of absconding with university property.

• *Housing.* Many schools provide housing for the president; a few private ones also house VPs and deans. Ask if you have to live there and whether there's a housing allowance. Request a professional inspection and have the school do all necessary repairs before you move in.

Get a clear definition of the line between public and private areas of the house, its appropriate and expected uses and the financial responsibility for heat, light, phone and meals. Learn the IRS rules before you calculate expenses; housing isn't "free" if it's taxed as compensation.

Rule 5: Be willing to walk away

Only you can define your bottom line. Tenure and generous severance and retirement provisions? The right to choose your home in the best school district for your children? Health benefits for a domestic partner? Time to finish your dissertation? Knowing your walk-away point helps you negotiate with confidence and protects you from accepting a job that you know in your heart can't meet your needs.

Perez's basic advice: "You ask, you ask and you ask for it in writing." Crunch the numbers. Involve your attorney and accountant. "This is your life. Pay attention to the details."

—SC

Based on an article in the February 1998 issue of *Working Woman*, and comments from Maria Perez, Perez-Arton Consultants, 23 Spring St,. Ossining NY 10562; e-mail perezart@bestweb.net

'I'm Doing the Work: Give Me the Title.'

Of the 2,000 students in the University of Oklahoma's interdisciplinary human relations master's degree program, about 1,500 are in the intensive Advanced Programs, principally on Air Force bases in the U.S, Europe, Asia and the Pacific. After Glenda Hufnagel joined the faculty in 1991 with a renewable non-tenure-track visiting appointment, she rose to full-time status and worked with the director to coordinate overseas classes and internships. Her responsibilities outgrew her rank and salary.

Glenda Hufnagel

"Senior program development specialist" didn't mean much to the rank-conscious airmen, who once housed her in a Korean brothel. Just as her African-American boss dressed snappily to avoid being taken for a janitor, she learned that a woman near a copier looks clerical, no matter how she's dressed. One young man rudely demanded she copy papers for his "appointment with Dr. Hufnagel." She made the copies and led him to the office, where she sat behind the desk and introduced herself. "He turned about 14 shades of scarlet."

Titles don't eliminate stereotypes, but they help. She decided to go for a rank with the clout to match her responsibilities. Here's how she did it:

• **Documentation.** All year she collected thank-you letters and recorded every project in a file folder when it happened, so she wouldn't have to depend on memory at year end.

• **Dossier.** As evaluation time approached, she listed her year's accomplishments with a thick packet of supporting documentation. Pulling the data together helped convince herself of her own value, as well as her boss.

• **Value.** Her dossier let her say with conviction, "This is important work." Her work made money from out-of-state tuition for students on military bases.

• **Objective.** "If you were male, what would you call yourself?" She decided "assistant director" fit the work she was already doing. Since she was working 12 months a year, she decided to request the same pay as 12-month faculty.

• **Courage.** Asking for a better title and salary takes nerve. She asked herself, "What's the worst that could happen?" Her boss had always encouraged faculty to voice their wishes. At worst, he'd refuse and she'd keep her old title.

• **Request.** Documentation in hand, she made her request during her annual evaluation. "If you don't ask, nobody is going to ask for you," she says. Her presentation convinced her boss and later the Board of Regents. Now she's assistant director of Advanced Programs in the Department of Human Relations, with a salary to match.

It's changed how people treat her on campus as well as on military bases. She says academia and the military aren't so very different. "We may look a little more casual, we may not wear our rank on our sleeves but the same issues are there." Students respond to her differently, asking her for help because they now assume she has a voice.

"What you're trying to teach them is that everybody's important regardless of position. The irony is that in order to teach them that, you have to have some credibility." Getting the right title increases your influence to make the university more humane for others.

—SC

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How to Launch a Treasure Hunt for Faculty Grants

What faculty has money these days for unbudgeted initiatives to make the curriculum more sensitive to women, recruit and retain minority students or improve classroom teaching?

Shrinking discretionary budgets make innovation increasingly dependent on grants, which few faculty have the skills or inclination to pursue. "We're a teaching university. We don't do grants," faculty had said at the college of education at Kutztown University PA. But with training and peer support for interested faculty, a new grant writing committee serving as a catalyst has helped bring in thousands of dollars in grants in its first 18 months.

Eileen Shultz

It was the brainchild of Eileen Shultz, then associate dean of the college of education and recently appointed associate provost, and Sandra Hammann, director of the university's office of grants and sponsored projects. At the NAWE conference in Baltimore MD in March 1998, they shared secrets of their success.

Demystify the process

Since 1986 a university grants office has helped faculty seek money from outside sources. But few in the college of education applied for external funds or even the small professional development grants the university offers to its faculty.

Shultz decided to encourage applications by recruiting and training faculty interested in grant-seeking skills. Seven women and three men responded to her "willingness to serve" notice to create a new college grants committee, which first met in September 1996. The group agreed to seek funds for college-wide and individual initiatives and to serve as an editorial board for grant proposals in the college. They first surveyed education faculty to determine grant needs and interests.

Grant proposals simply call for writing to formula in an unfamiliar genre.

After training by the Fund for the Improvement of Post-Secondary Education (FIPSE), Shultz joined Hammann in training committee members and arranged a workshop by the AASCU Office of Federal Programs. Committee members learned tricks of the trade, like ways to combine government with private funding and match project needs to the most appropriate funding source. "So many times people try for a grant because there's money available, but it just doesn't work unless it fits with the plans and mission of the department," Hammann said.

The group developed confidence by applying for internal professional development grants, sharply increasing the proportion that went to education faculty:

	1995-96	1996-97
KU general grants	11%	21%
KU travel grants	24%	28%
KU research grants	0%	16%

Success fed on success. Even part-time faculty got grants. The committee won grants from the state's Office of Social Equity and the Corporation for Public Broadcasting. In cooperation with four other Pennsylvania state universities, they got an $800,000 grant to establish an urban learning center.

Sandra Hammann

Overcome reluctance

The committee approach helped overcome barriers that had kept faculty from pursuing grant money:

1. Lack of time. Kutztown takes pride in being a teaching university, with heavy 12-hour teaching loads. Measures used to ease time pressures on faculty:

- *guidance to avoid false starts,*
- *clerical assistance* and
- *the opportunity to apply for reassigned time.*

2. Lack of incentives. Writing grant proposals doesn't count toward tenure at Kutztown, where a strong faculty union prohibits requiring anything that isn't in the contract. Schultz had credibility for having been on the faculty, and having been a union rep. She touted incentives:

- *funding to experiment and innovate,*
- *35% of "indirect costs" for the department* and
- *20% of "indirect costs" for the college.*

3. Lack of know-how. "Writing a proposal is a scary thing for people who have not done it before," Hammann said. She reminded faculty that they know how to write; they all wrote dissertations. Grant proposals simply call for writing to formula in an unfamiliar genre. Just follow their rules, give them what they want and don't get creative, she says. Technical help:

- *formal training of committee members,*
- *e-mail lists of requests for proposals and deadlines,*
- *resources from the university grants office* and
- *editorial review of grant proposals by the committee.*

4. Institutional culture. The college culture that devalued grant proposal writing compared to teaching or scholarship is changing. They're now bragging about winning grants, and getting each other involved.

Divorce grants from egos

The faculty on the committee work as a team. While they offer guidance to each other and peers, they also serve as a mutual support group to affirm the value of what they're doing and the need to persevere.

One of the hardest parts of applying for a grant is to divorce one's ego from the proposal and its results.

After a third draft, the writer may feel it's perfect. The committee is a sounding board to point out where the proposal is weak and suggest ways to improve it.

After rejection the writer may sink into despair. They remind proposal writers not to take rejection personally. Instead of allowing the writer to give up, they explore ways to restructure and strengthen it. Many rejected proposals get funded after revision. ■

—SC

Contact Hammann at e-mail hammann@kutztown.edu

Women's Center Partners with Academics for Reality

Student life and academics are often treated as separate spheres, as though education has no connection with real life. Faculty and staff are distinct professional categories on campus. When resources are tight, student support services may seem like luxurious "extras" in relation to the university's educational mission. But the most significant learning often takes place outside the classroom, and campus-based women's centers can help it happen.

Kelli Z. Byrne

Traditional classrooms where a professor lectures and students regurgitate don't do much for education, Kelli Zaytoun Byrne said at the Women in Higher Education conference in San Francisco CA in January. "Learning isn't just retaining information but making connections," she said. Passive students don't connect the lectures to their own real-world experience.

Feminist pedagogy does better; it aims to validate student experience and empower learners by showing how knowledge takes shape in a social, political and personal context. Yet even theories of feminist pedagogy focus mostly on classroom teaching techniques.

One researcher found students experience the most intellectual growth after they leave college and begin to test what they've been taught against the real world. Women's centers like the one Byrne directs at Wright State University OH offer ways to make those real-world connections before graduation.

Women's center teams with women's studies

Many who run women's studies programs and women's centers say they'd like to cooperate more closely, but the connections between academics and activists don't come easily. Wright State got off to a good start. The women's center and women's studies program were established hand in hand in 1993, after a university task force on women reported the results of a two-year study. A stated purpose of the center was to provide resources for the women's studies program.

The center has collected "chilly climate" materials and other resources about gender issues in education. Professors involved in teacher training have used the center's resources from the start. As center-sponsored conferences, workshops and discussion groups reach faculty in more and more disciplines, the programming can begin to reform the curriculum in ways that cut across departmental lines.

By 1997 the academic council approved a women's studies minor and work began toward developing a major and a graduate focus. The women's center supported the first year of the women's studies minor with:

- a regional conference on gender issues,
- a women's studies faculty retreat,
- a feminist theory faculty reading group,
- a faculty development workshop on women in science,
- a women's studies lecture series,
- an international women's day program,
- a quarterly rendezvous for new and tenured faculty,
- a field study experience in women's studies.

The center became directly involved in formal student learning when it took responsibility for coordinating Women's Studies 498, Independent Field Experiences in Women's Studies. The field study experience or internship gives students an opportunity to relate classroom learning to the outside world while they explore new interests and develop leadership skills.

Learning to use their voice

Empowerment, validation and voice are leading goals of feminist pedagogy. "Voice" in the classroom means expressing opinions in discussion. On campus beyond the classroom, students who join committees or do peer counseling through a women's center learn to use their "voice" to make a larger difference.

A nontraditional woman student approaching graduation saw that she could help newer nontraditional students by establishing a hotline. There's an office on campus for returning adult students, but some would rather talk to a peer than a counselor. The women's center empowered the student to translate her idea into action with an e-mail account and a phone line, where she takes calls and answers messages several hours a week.

The center-based Association for Women's Equality learned that domestic violence is the greatest single cause of birth defects. Instead of simply absorbing this fact, as they might have if they'd encountered it in coursework, the women decided to publicize it as a women's issue by participating in the March of Dimes walk against birth defects.

Centers educate for action

Effective learning promotes responsible action in the world. "Social action is a goal of feminist pedagogy. That can't happen in the classroom," Byrne said. Social conditions that are abstractions in assigned readings become real through community service. Field study experiences help students connect feminist theory to situations and people in real life.

Field study experiences help students connect feminist theory to situations and people in real life.

One student intern coordinated a successful political campaign for the area's first "out" lesbian to run for city commissioner. Surprised to discover a talent for political strategy, in addition to her theoretical and historical interest in women in politics, she built community networks that led to a job in the county auditor's office.

Another found new personal directions as an intern on a battered women's shelter hotline. Starting the term with no plans after graduation, she came to Byrne with tears in her eyes after a shift at the hotline and asked what it would take to get a master's degree. Any experience that helps a student find direction can't be dismissed as peripheral to the university's educational mission.

—SC

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Gladys De Necochea, VP of Student Affairs
California State University—Hayward

Understanding the pulse of the campus is my job.

Did Gladys De Necochea plan to be a VP of students? "Absolutely not," responds De Necochea, 43, who definitely expected to be a counseling psychologist.

A native Spanish speaker, she was the first in her family to attend college, continuing for a master's and PhD in counseling psychology. By age 29, while still in grad school, she had her own consulting business. To magnify her impact, she began training counselors in career development, which eventually led her to higher ed administration.

Before becoming VP of student services at Cal State-Hayward 16 months ago, De Necochea was associate VP for student support programs at Cal State Polytech-Pomona and dean of students at UC-Santa Barbara. Her goal? "I look for the individuals and skills to help me accomplish my overall social change agenda."

Reaching the campus underground

Interviewing for dean at Santa Barbara, De Necochea said she'd reinvent it: "I wanted to make it more student centered, more proactive and to reach out to all the segments of the campus community, not just some."

As the new dean, she searched for the other students on evenings and weekends. She found student political activists and invited them to visit, learning of planned events like marches, rallies and hunger strikes. "If a building take-over was planned, I'd work with students t find out the core issues," says De Necochea. "I'd also keep them appraised of all the risks, such as when they might violate student conduct codes and the consequences. Understanding the pulse of the campus is my job."

I look for ways to promote equity and access.

It fits with her leadership style, which she describes as increasing participation by sharing information and power: "My style looks for a way to enhance the esteem of others participating in the experience."

Dealing with discrimination

De Necochea has often blazed the trail, either as the first woman or the first person of color, or both. "While one can enjoy it on some level, it can be disheartening to know you're moving into an area that has excluded people who look like me and have lived similar lives," she says. "My intent is always to move into certain areas and force the change, so I wouldn't be the only one. I look for ways to promote equity and access. And I often look for others to join me who would surpass what I was able to do."

Despite a warm, dynamic personality, De Necochea knows some people aren't instantly comfortable around her. "Plenty of times I'm met with individuals who find my physical characteristics somehow unsettling. I don't know if it's a reflection of my pigment or my height. I'm a substantial woman in terms of size, space and volume." Sometimes she's had to work to put people at ease because of her stature, but she admits, "At times I've increased it to keep someone off stride."

Of all the places she's been, she finds a university setting most open to social change, but making change there isn't easy. As she sees it, universities can be a paradox: Many trumpet the need for change, but are steadfast in resisting new ideas that challenge tradition.

She's found discrimination far worse in business. At her consulting firm, she recalls meetings with a corporate board on a topic such as how to develop entry level managers. "My statements would hang in the air," she recalls. "When my male partner parroted them, the group would suddenly spring to life with his reiteration."

How she deals with bias depends on the situation. If it seems learned, not malicious, she treats it as an educational opportunity. But when someone is "filled with anger and rage," she just cuts her losses and gets past it. Or she may take it head on, "perhaps with a little humor, perhaps with a little sarcasm" and sometimes it fuels a great discussion.

Gladys De Necochea

Her goal is to create more hospitable environments so people don't have to deal with bias. When she starts a new job, the first thing she does is look for people in the department who are open to change. "We need to recognize that students have changed and priorities have changed, and we need to respond," she says. "My intent is to find people who are inspired by all that is going on, who are able to create cohesion and excitement in their departments or work groups and bring them together to share. Then I try to look for ways to bring into the fold those who are not enamored by change."

Passing the baton

De Necochea frequently meets with students and others interested in careers in higher ed, whom she advises:

"Education is rapidly becoming a migratory culture. Students move freely to another institution; faculty do the same. There's a good deal of movement in student affairs in particular, so I always speak to student affairs hopefuls about the need to develop good connections."

She's not talking of superficial contacts, but sees a network of mentors or colleagues who will give honest advice and constructive criticism. "As you move along, you need a group of confidants with whom who you can discuss the issues you deal with," a wide network that especially includes people in the same post at other schools. "The Internet is wonderful for this because you can maintain contact virtually without worrying about schedules. I may not hear someone's voice for a long time, but I read their messages all the time."

" Make sure you don't perceive yourself as indispensable. Look around and find your own path and help find other people who will replace you."

—MC

Sexual Harassment Lawsuits Become a Funding Issue

By Marjorie A. Hutter

In 1996 alone, colleges and universities were defendants in 78 sexual harassment lawsuits. Add the yearly totals back to 1991, when 25 cases were filed, plus hundreds of gender bias complaints filed with state anti-discrimination agencies across the country in the past decade, many of which will result in legal action.

Keeping in mind that most sex bias claims take years to wind through state and federal civil courts, you'll see it become a littered landscape of litigation in higher education.

In California, the problem is so great that a 1991 law requires the university system to report how much it spends each year for outside counsel for defense of allegations of bias in promotion and tenure decisions.

Who cares? Certainly the plaintiffs, or they wouldn't be pursuing a course of restitution that brings upheaval to their professional and personal lives. Individual defendants care, many of whom seek separate legal representation to protect themselves. Undoubtedly lawyers paid to litigate these cases care, as do the insurance companies that pay most of a school's legal expenses.

But do leaders at the colleges and universities care? Apparently not enough to do more to stem the increasing flow of litigation directed at them.

Do schools really try to prevent litigation?

Some argue that schools are doing their best to prevent sexual harassment lawsuits. They say the problems lie with the law itself and plaintiffs' expectations of remedies under the law, not with institutional efforts to enforce it. This argument reflects the public backlash against the law that's emerging following Paula Jones' high-profile sexual harassment case against President Clinton.

Schools that value collaborative and creative leadership are more likely to resolve complaints before they become lawsuits.

Complying with expanding federal and state sexual harassment statutes can be burdensome. Understanding the rapidly developing case law that provides equal measures of clarity and confusion can be frustrating. Checking the validity of complaints, mostly about a hostile environment of sexual harassment as opposed to *quid pro quo*, is not easy. Many administrators throw up their hands in the belief that no matter what they do to address sexual harassment on campus, they're going to get sued anyway.

Nationally noted legal affairs analyst Jeffrey Toobin recently wrote that "sexual harassment law works best as a crude tool to deal with the most extreme and obvious cases." If that's true, then what other tools do colleges and universities have to combat the rising number of sexual harassment suits against them? Education can expose and perhaps change sexist attitudes that lead to harassing behavior. Written policies and procedures also can help schools effectively address harassment.

Unfortunately, legally-mandated education and policies are doing little to stop sexual harassment suits by aggrieved faculty, staff and students. The highly charged climate around sexual harassment law and its implementation obscures the deeper issue: Why can't more of these complaints be resolved before they become lawsuits?

Consider the limits of litigation

Simply put, schools lack the will to constructively resolve sexual harassment complaints. In nearly all cases reported by the media, plaintiffs say it's what the school did, or failed to do, after they lodged a complaint that drove them to litigation. Institutional response was seen as too little too late, and sometimes clearly retaliatory.

Marjorie A. Hutter

While complainants often see legal action as their only means of holding the school accountable, it rarely achieves this end. On the contrary, the adversarial structure of litigation can work to absolve schools of their responsibility in resolving these matters. Consider how these aspects of litigation prevent plaintiffs from getting the accountability they seek:

- Legal strategy dictates that schools not comment on pending litigation, but this also hampers trustees and other college officers in getting a clear understanding of the nature of a dispute.
- Legal strategy encourages schools to outspend and outlast the plaintiff, which also operates at cross purposes to finding a constructive and timely resolution.
- Legal strategy recommends settlement talks be handled quietly, with plaintiffs following a strict confidentiality agreement. From an organizational perspective, this prevents open and frank discussions about how the lawsuit could have been avoided in the first place.

Litigation hurts fund-raising

When a bias suit is filed, the college is accountable to its larger community, particularly those who support it with their goodwill, time and money: trustees, major donors, alumni and friends, students, parents and taxpayers.

The connection between sex discrimination litigation and fund raising is recognized by the American Association of University Women Legal Advocacy Fund. Since its founding in 1981, the AAUW LAF has supported nearly 50 cases, contributing more than $350,000 to women seeking judicial redress for sex discrimination in higher education. The AAUW Legal Advocacy Fund asks people to encourage alumni of a school involved in a LAF-supported lawsuit to "tell the school that you will not contribute this year because of the school's lack of support for equity in academe."

As the face of philanthropy becomes increasingly female, women are using their donor power to press for change in higher education. To draw attention to Harvard's dearth of tenured female faculty, a group of

Radcliffe College alumnae began a boycott of Harvard University's comprehensive campaign in 1995. They've placed over $500,000 in pledges from more than 2,000 women and men in escrow.

Make donors aware of the costs of litigation

The monetary and social costs of litigation are too great for colleges and universities to avoid finding constructive ways of resolving sexual harassment complaints. In addition to the millions of dollars a court may award in direct costs, indirect costs can include:

• ***The cost of legal defense.*** The average cost of defending against an employment discrimination suit is $100,000-$150,000. While insurance typically covers some part of this, the rest is ultimately born by students and their families as well as alumni donors. As public scrutiny of college tuition grows, expenditures such as legal fees for bias litigation will soon come under the microscope.

• ***The cost of draining public resources.*** When a school fails in its response to a sexual harassment complaint, it usually shifts the responsibility for resolving the matter to a state anti-discrimination agency. These public organizations tend to be overworked and underfunded. For example, the Massachusetts Commission Against Discrimination (MCAD) is so backlogged with claims that it now takes three to six years to process a complaint. Given this protracted timetable, many complainants transfer their claims to state or federal civil court, which in turn clogs up the judicial system with cases that really belong in an administrative forum.

• ***The cost of a toxic work environment.*** Colleges and universities are generally perceived as benevolent organizations with enlightened employment practices and a family-friendly working climate. But the steady rise in sex discrimination suits is one of many indicators that the higher ed community is literally at war with itself. This goes beyond the healthy role that colleges and universities like to play as lightning rods for conflict within the larger society. Protracted litigation is distracting if not ugly, and takes a toll on academic departments and administrative offices alike.

• ***The cost of ineffective leadership.*** Sexual harassment education for faculty, administrators and students is only as good as the behavior of those who hold leadership status on campuses. Their behavior—not insincere pronouncements—has the biggest impact on the attitudes of others. At the same time, sexual harassment policies are only useful if they lead to sound practices. Every sexual harassment lawsuit represents a failure of policy and practice. And a failure of policy and practice is, at its root, a failure of institutional leadership.

Encourage donor activism against litigation

Those who support colleges and universities through endowment gifts and annual contributions are the ultimate stewards of higher education. How can they encourage the schools they care about to seek constructive ways to resolve sexual harassment complaints? By asking questions. If enough donors, particularly highly influential donors such as trustees, raise questions, schools will more clearly see their stake in reducing the litigation. Ask:

• **How many sexual harassment complaints** were received in the past five years? Of these, how many resulted in legal action against the school?

• **How many of those who reported** sexual harassment problems in the past five years still teach, study or work at the school?

• **Has the school tried to resolve** sexual harassment complaints and suits through mediation? If so, was it successful?

Only by studying sexual harassment complaints over time can patterns of response begin to emerge. Given this information, donors are in a better position to decide if they want to conditionally withhold their contributions.

As public worries about costs, access and quality hold schools accountable for their practices in new and detailed ways, sex bias litigation is of greater concern to donors. Schools that brag about their efforts to cut costs by smarter management are now asked to account for their litigation costs as well. Not surprisingly, schools that value collaborative and creative leadership are more likely to resolve complaints **before** they become lawsuits. ■

Marjorie Hutter is principal of a new research and advocacy firm called College Consumers. To contact her by e-mail: mhutter@javanet.com.

NCAA Offers Title IX Seminar in May

Athletics administrators seeking help in complying with Title IX, the amendment to the 1972 Education Acts that requires gender equality in education, can attend an NCAA seminar in Chicago on May 12-13.

Mary Sue Coleman, president of the University of Iowa, will be keynoter. Other sessions will cover harassment, homophobia, health concerns and how NCAA limits on financial aid relate to Title IX. A recent federal appeals court ruling declared the NCAA is directly covered by laws banning gender bias, so it may be forced to set gender equitable scholarship limits and spend equal amounts in promoting women's and men's championships.

Seminars are free for NCAA members, $75 for students and $150 for the general public. Applications are due by April 13 and a full house of 350 is expected. For more info or registration forms, contact Sherri Mansfield at the NCAA at (913) 339-1906 or via e-mail: smansfield@ncaa.org

Women in Catholic Ed to Convene in June

Administrators, faculty and students at Catholic colleges and universities will gather at Trinity College in Washington DC on June 19-20 for the fourth bi-annual conference on Women in Catholic Higher Education.

This year's conference focuses on how to foster, sustain and maintain women's studies programs on Catholic campuses, where many are being threatened.

For more information, contact the National Association for Women in Catholic Education at (617) 5552-4198 or visit their Website at www.bc.edu/nawche/

To Contact Jacqueline Kane

In the March issue, contact info for the page 8 article on the varied career paths leading to the presidency got lost. Contact Dr. Kane at the Bureau of Higher Education Opportunity Programs, Education Building Annex, Rm. 1071, Albany NY 12234; (518) 474-5313; e-mail jkane@mail.nysed.gov

Food and Gossip Connect a Department

Pita and hummus, salsa and chips, grapes and brownies greeted participants at an unusual session at the March 1998 NAWE conference in Baltimore MD. Sitting around tables instead of the usual straight rows, they spent most of the session eating and talking. Some got so engrossed, the hotel staff had to shoo them out to clean up the room.

Judith Villa and Laurel Black modeled the session on the food-and-gossip format they've developed for the English department at Indiana University of Pennsylvania, where both are assistant professors. Departmental morale, communication and teaching have improved in the year since the monthly "Eat and Talk" gatherings began.

When they joined the male-dominated faculty in 1996-97 they were told, "Our department is so big you don't have to talk to anyone you don't like." By their second term, they knew there was a problem. Few of the 80 full-time and part-time faculty and TAs seemed to be talking to anybody. Overwork, competition and factionalism left instructors isolated and marginalized, especially women.

They distributed tongue-in-cheek fliers announcing food and conversation, and asked for topic suggestions. Now there are monthly cooperative dinners in faculty homes, open to everyone in the department. From 5 to 7 p.m., between 5 and 20 people meet to eat, gossip and compare ideas on the topic of the month: how to teach unpopular required courses, cope with work load or get approval to teach the classes they really want. Black distributes minutes to a list of 35, including the department chair.

Building communities based on women's talk in our departments is essential to reclaiming our power as scholars and excellent teachers.

The power of shared meals

The potluck format sets the tone for sharing. "When you take the time to prepare something, you start thinking of people as human beings," Black said. Will there be food for the vegetarians? What about the graduate student who's allergic to wheat? Savoring each other's culinary specialties calls forth comment and appreciation.

Laurel Black

Food has an equalizing quality, especially off campus with no head table. "When everyone's sitting on the floor with a plate in her lap," the voice of a TA or part-time instructor carries as much weight as that of leaders.

Investing time in creating a dish to share seems a new concept for the few men, who tend to bring store-bought bread or a bag of pretzels. When one month's flier said to bring something to grill, a man showed up with a single wiener in his pocket; since then he's caught on that "Eat and Talk" is about feeding each other and not just oneself.

Women's ways of talking

"Building communities based on women's talk in our departments is essential to reclaiming our power as scholars and excellent teachers," Black said. Women have long known the power of coming together in women's ways of talking. The word *gossip* itself is a short form of *God's siblings*: women attending a childbirth long ago as close friends to talk the mother through her labor.

It's time for women to reclaim the word *gossip* in its positive sense: talk that builds community among people willing to help and learn from each other. "Eat and Talk" is a conversation, not a study group or meeting; there's no assigned reading or formal agenda. Neither is it strategic networking to advance personal careers, nor a bull session at a local bar.

Judith Villa

The gossip builds relationships and mutual support among faculty who are comfortable with women's ways of talking. Men who don't know how to converse without lecturing or controlling the agenda generally don't attend, nor do those who think their teaching is already perfect. Three or four men stopped coming after they realized they couldn't solicit support there for their faction. "Eat and Talk" is not about control and competition but about shared leadership.

"If I'm feeling a little low or worried, there are people I can call. One of the reasons I went into academia was that I get to work by myself, but it can also be pretty isolating," Villa said. "Now I know people and feel comfortable."

Sessions brought educational changes

New norms of communication have crept into the English department since "Eat and Talk" began. Although the chair never attends, he reads the minutes and returns them with written comments. There are now regular faculty meetings, a big improvement over the former annual half-hour meeting in a hot, stuffy room. Task forces that once would have worked in isolation now distribute memos asking for input and feedback. Conversations that start over dinner continue in the mailroom.

Classroom teaching is improving, as faculty exchange suggestions and observe each other's classes. Ideas to improve the research writing course have moved beyond "Eat and Talk" to the Liberal Studies committee. Discussion of what faculty value in their classrooms has pointed toward reducing class size in a humanities literature course.

The informal dinner group has begun to win recognition as a place for practical learning. Two faculty listed "Eat and Talk" under "faculty development" when they came up for promotion. TAs are finding mentors they can ask for advice. Villa has been asked to run for assistant department chair even though she has only been there two years. She and Black, now seen as leaders, got unprecedented funding not only to present the session at the NAWE conference, but to serve food and beverages. They hope to encourage others to start similar groups building community through food and gossip. ■

—SC

Judith Villa/Laurel Black at Dept. of English, 110 Leonard Hall, Indiana University of Pennsylvania, Indiana PA 15705.

10 Attributes Make Women Great Leaders and Educators

by Judith Van Baron, PhD, VP for External Affairs
Savannah College of Art and Design GA

Recent articles list women's deficiencies, offering solutions to help women compensate by emulating men.

Critics tell women their voices are too high and their stature is too short. They listen too well and are too easily interrupted. They ask too many questions and issue too few declarative and imperative sentences. And, they fidget too much.

Many women listen, undervaluing those positive attributes that actually tilt the playing field in their favor.

As a VP at the Savannah College of Art and Design, I've found President Richard Rowan and Provost Paula Rowan value women and equity: the board of trustees is 50% women and top leadership is 80% women. I believe 10 major attributes contribute to women's success on campus:

1. The catcher in the rye

Since women have learned to recognize danger to themselves, they're well equipped to recognize danger to others, especially those younger, gentler or more innocent. Unlike deer frozen in the headlights of oncoming destruction, women act if a threat arises, catching children before they run headlong over a precipice.

2. Thanksgiving Dinner

Especially working together, women always manage to get everything ready for "Thanksgiving Dinner" at the right time. On campus, this ability translates to women being well organized, having superb timing, seeing the big picture and caring about those they serve.

3. Liberty and justice for all

Just as mothers love all their children equally, I've found women administrators seek success for all their employees, and women educators seek success for all their students. In student-centered education, equity is key.

4. Pygmalions persist

Women are the makers, the shapers, the recipients, becoming both the sculptor and the sculpture. Malleability is not a weakness; flexibility is a strength. Not fitting the mold is a sign of creativity and imagination. Not living up to a long established ideal can be seen as avant-garde, progressive, growth-producing and strengthening. Working with young people on campus, women are adept at helping them find their own way rather than forcing them down a well-trod path.

5. Narcissism at work

Critics fault women for being too introspective, too analytic about relationships and what they mean, too vain and self-conscious. Some even complain about women fidgeting in meetings.

Movements considered fidgets as a woman sits down at a meeting are a means of gathering data about the space and its inhabitants. If a man moves his antennae four times and a woman moves hers nine times, who learns more?

Being self-conscious can mean you see not only your own image, but others around you. Schools must look within and gather much data to make adjustments.

6. Quiltmakers and basketweavers

Judith Van Baron

Women didn't invent the great monuments of civilization, but they may have made everything else, especially those requiring attention to detail, subtle as well as obvious teamwork, and an understanding of the underlying patterns and intricacies of life. Working with thousands of students means working with the details of thousands of lives. Women have a profound talent for making order out of the most confounding intricacies of apparent chaos, moving well from the pieces to the whole, creating quilts from scraps and baskets from plants.

7. Whodunit?

Women are told they ask a lot of questions, raising their voices at the end of sentences in query. Perhaps they're seeking information, having been at it long before society recognized the incredible power of information and named a highway after it. Other animals do the same, using all their senses to know their environment. Called "sniffing the wind," "pricking the ears" or "narrowing the eyes" in animals, it's very valuable on campus.

8. What's in a name?

Historically women have managed to do without adding extra identities to their names such as Jr., Sr., I or II. Their sense of self-identity serves them well as leaders and instills self-confidence, and they see themselves as individuals rather than inheritors of another's privilege, fillers of another's shoes. Often lacking a trailblazer, they have become bold, brave, inventive and able to make a difference in their own name.

9. The mothers of invention

Necessity forces women to find solutions when resources are scarce. Whether it's greasing the pan or untangling the snarl, mentoring the student or the faculty member, women are skilled at finding answers. As higher education seeks solutions to new challenges, women can play a vital role as finders and problem-solvers.

10. The unbroken circle

Life is a continuum, if not linear at least holistic. In symbols and icons, women are often described as that perfection of continuums, the circle, represented as the egg, the centered being, the cradle of new life. Their contributions bring to education a strong, productive approach. Random experiments are infantile gestures without a centered focus to keep the continuum strong and priorities recognizable. Women keep the circle intact.

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Human Chemicals Affect Sex

Research that started with a Wellesley student wondering why roommates developed the same menstrual cycles has provided definitive evidence that like their animal relatives, humans have pheromones.

They're airborne chemical signals released by an individual that affect others of their species, usually unconsciously, as in insects attracting mates.

Two psychologists at the University of Chicago, Wellesley grad Martha K. McClintock and Kathleen Stern, wiped pads under the arms of women and then wiped them under the noses of other women, and asked them not to wash their faces for six hours.

They found the wipes from women in the late phases of their cycles, just before ovulation, caused those smelling them to have accelerated cycles, while those from women who had already ovulated delayed the cycles in other women.

Manipulating the time of ovulation provides definitive evidence of human pheromones. This is the first indication that humans are subject to the same chemical communication involving sex as other animals.

–From a report in *Nature* magazine March 12, 1998.

Men Get Madder Easier, And Stay Mad Longer

While women are more likely to distract themselves when they get mad, men are more likely to stew, according to a University of Michigan study.

"Anger seems to be the only emotion that women report experiencing less intensely than men, report psychologists Cheryl L. Rusting and Susan Nolen-Hoeksema wrote in a forthcoming article in the *Journal of Personality and Social Psychology*.

What the authors call rumination or dwelling on bad moods tends to intensify negative emotions, while distractions tend to lighten dark moods. The findings may help explain why many men let their angry feelings lead them to antisocial behaviors.

Researchers asked 145 women and 111 men to fill out mood questionnaires to determine their initial levels of anger and hostility, then recall a time when they were so angry they wanted to explode. Half were then asked to ruminate on the causes of their anger, while the others were asked to distract themselves by thinking of the local post office's layout or visualize a double-decker bus.

Repeat measures showed less hostility among those who used distraction. Given the choice, men reported being more likely to ruminate while women were more likely to distract themselves. The authors said socialization patterns may reinforce gender differences in strategies to deal with anger.

Women See Ethics Breaches

On average, women are more apt than men to see certain business behaviors as unethical, according to a report in the March 1998 *Journal of Applied Psychology*.

Researchers from the University of Alabama school of business found women were more likely to see rule-breaking in business as unethical. The longer a man had been out of college, the more likely he was to see it as unethical too. Researchers Deborah F. Crown, George R. Franke and Deborah F. Spake said their findings have strong implications for socializing and training new employees.

"With work experience comes a better understanding of what is appropriate and inappropriate behavior," Franke said. Junior workers may cross an ethical line without even realizing it..." unless executives model the importance of ethics.

–From *Journal of Applied Psychology*, March 1998.

Ms., Miss, Mrs. or a Hyphen?

If you think society still harbors different stereotypes of married women depending on whether or not they retain their birth names, or use a Ms., you're right... at least for 10,000 midwesterners surveyed.

Thomas Murray, professor of English at Kansas State University, asked them about attributing 20 characteristics to women, depending on how they called themselves.

Married women who retain their birth names instead of taking their husbands' names, and those who use Ms., were seen as more independent, feminist, educated, likely to work outside the home, outspoken and self-confident than those who took their husband's names or called themselves Miss or Mrs.

They were also perceived to be less attractive, less likely to make good wives and mothers, less likely to enjoy cooking or to attend church.

More likely to buy into these stereotypes are males, blacks and older people.

Part of society is slow to accept women making a name choice that goes against tradition, Murray said, noting that *Ms.* entered the language almost 50 years ago, and the number of women who use it has risen significantly in the last generation.

Inequality Among Women

Even as women have made substantial progress in gaining gender equity in the last 25 years, the economic status of less-educated women is deteriorating.

"Less-educated women, especially high school dropouts, have seen their wages fall and their levels of participation in the labor market rise at a much slower pace than their more highly educated counterparts," said study author Francine D. Blau, a professor in Cornell's school of industrial and labor relations.

As many as 38% of female high school dropouts with children are raising them alone, on lower incomes.

Blau studied federal population surveys from 1970 to 1995. She found the percentage of women in the workforce jumped from 59% to 72%, their wages went from 56% to 72% of men's, and their full-time wages jumped 31% while men's rose less than 3%.

But for female high school dropouts, their participation in the workforce rose only slightly, from 43% to 47%, compared to a rise from 51 to 77% for women with college degrees.

Similarly, high school dropouts had their real wages drop by 2% over the period, compared to college graduates' rising by 20%. "Women with a high degree of education and skill have been able to move into different employment fields and attract higher salaries. Women with moderate or low skills have lost jobs or failed to secure promotions," Blau said.

(She also found that between 1970 and 1995 housework has been reallocated between the sexes. Women report spending less time on housework, down from 29.1 hours a week to 23.6, while men spend more time, up from 5.8 hours to 7.5 hours a week.)

Ms. Mentor Offers Honest but Irritating Advice on Tenure

A drunk male tenured professor at a party drops an olive down the front of your new silk blouse; another retrieves the olive and eats it. As an untenured faculty woman, what should you do? File sexual harassment charges? Send the clods the cleaning bill for the blouse?

Neither, says Emily Toth's alter ego, *Ms. Mentor*. One incident doesn't make a "hostile environment" and you'd only get known as a trouble-maker. Apart from making a note for the record both at home and with the affirmative action office, pretend it never happened. When they vote on your promotion, the clods will either forget the whole thing or be grateful their wives never found out. *Ms. Mentor* doesn't care if that makes you an "enabler" or "co-dependent." She just wants you to get tenure.

Her ivory tower counsel isn't politically correct. Some of it is almost guaranteed to infuriate. But *Ms. Mentor's Impeccable Advice for Women in Academia* (University of Pennsylvania Press, 1997) is based on Toth's 20 years of real-life experience as a feminist PhD trying to survive in higher education. She speaks in "third person haughty."

Dress frumpy for survival

Ms. Mentor discussed appropriate dress for academic conventions, recommending forgettable, slightly frumpy skirts or dresses. Avoid miniskirts or the little-girl look, which *Ms. Mentor* deplores on anyone but little girls.

Trivial? Superficial? Not at all. Toth has seen a candidate who came to an interview in a red taffeta dress and cowboy boots lose the job before she even opened her mouth. One male interviewer never hired women who wore slacks.

You may dream of a world where a woman is judged for the quality of her mind and not the color of her blouse, but don't confuse the dream with reality. If your clothing calls attention to itself, they won't take you seriously.

The "merit dream" is the fantasy that if you work hard and well, eventually you'll get rewarded. Life doesn't work that way. There may be other reasons to do innovative research and teach stimulating classes, the same reasons you went into higher education in the first place. But when senior faculty vote on hiring and tenure, their main concern is whether they'll be comfortable having you around.

What really matters most is whether the tenured professors like you.

Beef up your Schmooze Quotient (SQ)

You probably know by now that publications influence tenure decisions more than teaching or service. *Ms. Mentor* says publications aren't the most important thing either. What really matters most is whether the tenured professors like you. To sound less subjective, they call it *collegiality*. Its main components are *charm* and *fitting in*. *Ms. Mentor* calls it your Schmooze Quotient.

Requirements for tenure in order of importance:

1. Collegiality. Go everywhere you're invited. Show up at every faculty event. Invite colleagues for dinner, especially if you're a mediocre cook (they'll admire your effort) or your husband does the cooking.

One of the most useful phrases is "let's do lunch." Too shy to schmooze easily? Don't worry, shy people can be quietly charming. Ask your colleague a flattering question about the department; then listen, smile, and don't argue. Most academics love an audience. Just don't ask about teaching techniques, since most senior faculty feel insecure about their teaching.

2. Research and publishing. Second to charm, you need a vita full of publications. Quantity matters more than quality, so be sure to list papers "in circulation" as well as any accepted for publication. Write book reviews and deliver conference papers.

In the male language of higher education, the core question is "who has the biggest" [list of publications]. Males especially appreciate "seminal" works and those with a "penetrating thrust."

Emily Toth

3. Teaching and service. These are least important and can sometimes even work against you. Teaching awards before tenure may be the kiss of death. Rave student evaluations can mark you as "shallow" or "pandering to students."

Avoid the double-edged "early administration trap." Universities often tap a bright, energetic young woman to run an exciting new program, which embroils her in conflicts and leaves her no time for research. With more enemies than publications, she won't get tenure, no matter how good a job she does. The university can always find another.

Selling out sisterhood?

Toth is a committed feminist who used to get thrown out of classes for arguing with her professors or refusing to sleep with them. *Ms. Mentor* instead advocates charm and flattery, not to disempower women but to help them advance to positions of real power. It's not that she disdains dismantling the oppressive structures of patriarchy as a long-term goal; she just knows that only women with job security can do it.

While you smile and "make nice" you can learn about the department and plan the changes you'll make after you get tenure. Seek out other women on campus and arrange to brag about each other's achievements, since many women find it hard to brag about themselves.

Get personal support from friends off campus with whom you can be completely honest, but avoid e-mail with them; it isn't really private. Keep a "tenure diary" locked safely at home with notes on every achievement.

As for the male professors who drop and retrieve olives from your new silk blouse, smile winsomely as you plot revenge. And wear washable polyester next time. ■

—SC

Emily Toth, professor of English and women's studies at Louisiana State University, spoke at the Women in Higher Education conference in San Francisco in January 1998, sponsored by the University of Texas-El Paso. Contact her at (504) 388-3152.

Did I Meet You in DC or Denver?

As you can tell by thumbing through this issue or calling *WIHE* international headquarters, many times a year the staff decamps to a conference relevant to our mission.

Last year the editor attended 11 such events from San Francisco to Baltimore and Phoenix to Chicago, about one a month, spending $10, 145.33. Why would a sane person do that?

Why go to conferences

It's a great way to keep up with what's happening in the trenches, learn what women are thinking and doing, meet subscribers and gather information to share with you. But often many sessions on different tracks are presented at once, forcing a choice of which self to nourish: professional, spiritual, intellectual or physical.

Choosing which to attend is mostly serendipitous. Some with titles that promise to be fascinating, intriguing or fun turn out to be dull or duh, while others are little gems in dusty dresses. A recent one on humor was ho-hum, but "Transformational Leadership: Selected Models for Teaching and Coaching" featured a distinguished scholar lunging with her foil extended, using fencing as a metaphor for women's leadership.

In the worst sessions presenters read their papers or ramble; the best have a new twist, like one modeling a department's Eat and Talk meetings, complete with good conversation and munchies. (See page 24.)

Session leaders may hand out a completely referenced scholarly report, or scanty copies of their overheads, or only their business card (upon request).

Hidden benefits of attending conferences

You never know what will happen at a conference.

- Once after I introduced myself in a session, enthusiastic subscribers offered a round of applause.
- At a conference dinner last month a subscriber described *WIHE* as "The Saturday Night Live" of academe.
- Meeting and talking with women on campus reminds me that *WIHE* really does matter.
- Visiting other cities is a treat, especially in winter.

Readers regularly ask certain questions:

"How's your daughter?"

– Postcard from Mexico: "awesome... a blast... sooo fun... beautiful weather." Likes the University.

"Are you really the one who publishes that?"

– Yes, its monthly regularity keeps me young.

"Do you do all the work yourself?"

– No, I just answer the phone, empty wastebaskets, attend conferences, assign articles to writers, make bank deposits and drive around all day in my red convertible. The ones who really do the work are Mary Z who helps advertisers and subscribers, four free-lance writers, Liz who edits, Lisa who does graphics, Dave who stuffs renewal envelopes and Dickens who barks at the UPS man.

"Is it a full-time job?"

– See above.

After the ball is over

By the time the conference is over, I'm exhausted but I try to add at least one day of play to every trip. Unfortunately after last month's excursion to Baltimore, I flew home in tennis shoes amid a blizzard that had already dropped six inches of snow. Having given my key to the dog sitter who had already left, I had to drag out an extension ladder and climb to a second story deck in the blizzard to find an unlocked door.

Next I deal with the stack of conference papers, creating a list of all potential articles and grading them A, A-B or B. I write the sponsor and date on the lid from an envelope box, and dump in all the conference papers. It gets stacked kitty-wampus atop those of previous conferences, and they become editorial mines for digging out articles for future issues.

How do I choose which conference to attend?

First, it must occur between the 20th of a month and the 7th of the next one to fit with our issue production schedule, and a reliable sitter for my scatologically expressive dog must be available. It should be in a city with potential for fun. (I'm still waiting for one in Boston.) Northwest airlines has to fly there. The hotel room should have a blow dryer, iron/ironing board, and coffee maker, preferably facing water and at least 14 stories up. The best conferences include breakfast buffets but not lunches, and one big evening event held not on the first night. And finally, it helps if the topics and speakers look promising.

Mary Dee

P.S. FYI, ice hockey was the unanimous choice as the next women's sport at the University of Wisconsin, as recommended March 17 to the athletic board by its planning and equity committee. An insider says board approval on April 17 is a "done deal." After 25 years on the bench, it looks like women hockey players in Wisconsin may finally get the last laugh.

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Leaders Strategize on How to Change Campuses

"We're at a moment of transformation," according to Leila Gonzalez Sullivan, president of Essex Community College MD. The "medieval model" of higher education is finally changing, she told participants at the National Association for Women's (NAWE) March meeting in Baltimore, and women are taking the lead in it.

Sullivan was one of four key administrators who addressed four questions on campus leadership.

What tops your leadership agenda?

Community colleges have been at the forefront of the new changes, Sullivan continued, because "the community we serve is forcing the change, as is consumerism." As a result, topping her leadership agenda is figuring out "how to lead my college to make change." This is not easy. For instance, tenure has become "time bound" and linked to the status quo. Campus discussions on the future of tenure along with teaching and learning have been "heated and very passionate." Sullivan explained, "I have to help people see what change is — that it's real and forever, and will bring about new opportunities."

Sr. Dorothy Ann Kelly, chancellor of the College of New Rochelle NY, agrees with Sullivan. Before stepping up to chancellor, she'd served 25 years as president and was instrumental in founding the college's School of New Resources, School of Nursing and Graduate School.

"Change was forced on us. We were a small, women's Catholic liberal arts college" where within a few years enrollment plummeted from 950 students to 700, she explained. She sat down with other leaders and decided it was time to open up the college to adult women. They started the School of New Resources for adult, part-time students in 1968. "Some faculty had a fit thinking about it," Kelly recalled. The program has since expanded to seven locations and 7,400 students; 90% are women and 90% are minorities.

Kelly advises: "You need a framework, donors, a mission statement, and a community to connect it all."

Panelist Ann Wrobleski also has considerable experience in higher education and in community building. Currently president of Jefferson Waterman International and senior VP of The Jefferson Group, she has served on the Board of Trustees of Stephens College MO and chaired its presidential search committee. "We were looking for Wonder Woman," she noted. "We wanted someone who would revise the curriculum, right size the institution and raise money."

Stephens College put two students on the search committee, plus an administrator and three trustees. "You have to think through what you want," Wrobleski said. The college received more than 1,100 applications, of whom 50 were serious candidates. They checked references and interviewed eight candidates off campus. "We invited just one to campus," because the committee didn't want the process to become a beauty contest, she said.

In chairing the committee, Wrobleski learned how important it is for trustees not to micro-manage. "At a lot of small colleges, trustees think the menu in the cafeteria is their problem," she commented. The job of the trustees is to hire the president and replace her when she doesn't do the job. It's important for both the trustees and the president to focus on their roles to ensure the college's future.

Another panel member was Patricia Florestano, secretary for higher education in Maryland and professor of government and public administration at the Schaefer Center for Public Policy at the University of Baltimore.

Florestano plays many different roles in her position: spokesperson, advocate, friendly critic and referee. Her mission is to "assure standards of quality." She's also in the governor's cabinet, so she must be politically aware and current on various legislative bills. "The governor appointed me because he was my dissertation director," she noted. "I've known him longer than his wife. I tell him what he needs to know: how to make higher education work."

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Florestano also nudges presidents and governing boards "to move in ways they don't want to go." For example, Maryland just approved letting the University of Phoenix operate in the state. In order to effect these kinds of changes, "you have to pay attention to the political forces around you," she said.

What has prepared you to lead?

Sullivan reported, "I've studied women's leadership styles to see how to position myself. Women tend to pay more attention to people." She now sees a "backlash to get back to a more autocratic viewpoint." Students may once again be viewed as "products on a conveyor belt" but Sullivan intends to continue to pay attention to people and their own individual needs.

What has helped Kelly to lead has been the importance and necessity of change itself. "Only those with inner confidence can be comfortable with change. Know you can do it," she advised. Kelly's sense of practicality has also helped her to look at situations and see what needs to be done. "It helps to be a history major so you have a sense of movement and evolution, and you can see what needs to be improved," Kelly added. The ability to move and change and take risks is also useful. Finally, when you do move on to another position, don't burn bridges. "Always leave a few friends behind," she suggested. "Keep the channels and connections open."

Wrobleski noted that colleges can help prepare their leaders for success by staying "focused on what they do well, and not do what they don't do well." For example, Stephens College got into training women to fly in the 1930s and even had its own airfield. But eventually women began to say, "This isn't working — let's change it." So a former president decided, "Let's not do this anymore." Deciding which programs to drop can be more challenging than selecting new programs to develop.

What have you learned the hard way?

All the panelists mentioned politics as their hardest lesson. "I've found that I'm too trusting and take people at face value. I'm too polite," Florestano observed. "You need political instincts, or you won't survive," she said.

"It's been hard to learn that I have to understand politics, have to do it, and have to do it well," Sullivan said. "In the '60s, we stuck daisies in the barrels of rifles and thought that was a good thing." But that action didn't demonstrate good politics. "You have to pay attention to what the other side is thinking and feeling," she said. "You have to work with the other side to be efficient."

According to Kelly, "It's never not a political situation. I have a strong political sense, and it's very important to see that your agenda may not be their agenda," she said. Women who are trying to be consensual shouldn't be "naive about how far you can trust another person."

"Be able to out-sit anyone else," Kelly advised with a grin. Staying power is valuable. She also recommended knowing parliamentary procedure, because "lurking in the group is someone else who knows it and will use it against you."

Kelly also has strong feelings about the value of interim positions: "Never take a job as acting anything." The trustees or whoever is filling the interim position "want you to do the dirty work for no recompense. If it works, they'll take credit. If not, you're out there by yourself," Kelly said. "In most cases, it's a trap for women."

Politics in itself need not be a negative. "I enjoy the rough and tumble of politics," Wrobleski said. "Until you understand that people act in their own self interest, you'll never get what you want. You want people to walk out of the room agreeing on what to do... at least for the next two hours."

What would you tell your successor?

Several panelists would tell their successors to take care of themselves. "We're driven people who want to accomplish something, but it has costs," Sullivan explained. Although her family lives in another state, she makes a point to see them on some weekends. "You've got to take care of yourself because nobody else will," she said. "Watch you health. Have fun. Have a friend you can talk to."

The most important part of a leader's job is "to be motivational and sincere," Kelly said. "Carry the institution beyond what it is today."

The best way to help the institution is not through an attempt to "change it all right now," according to Sullivan. The idea "is to help them see what they're doing well," she said. Point out "positive things to build on" rather than all of the negative elements that need to be drastically changed.

Sometimes there's nothing wrong in being a cheerleader.

—DG

Whoops!

In last month's article on TNT, a group of women artists working to apply Title IX to educational programs at museums, the group actually is *joining with* the National Endowment for the Arts to file a Title IX complaint *against* three New York museums for gender bias in presenting fewer works by women.

WOMEN IN HIGHER EDUCATION

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Barred Instructor Sues ETSU for $4 Million

Insisting it was her style and not the substance of her teaching, East Tennessee State University barred adjunct professor Laura M. Waddey from campus. She defied the ban, holding class in the hallway when her classroom door was locked, was arrested, and now is suing for $4 million for breach of contract and violation of freedom of speech.

A university committee recommended firing her, claiming she displayed "capricious disregard of accepted standards of professional conduct." It claimed: She accused five students of being spies and urged one student to drop her course. PLUS: she swore in front of a department secretary and two students, she swore at her department chairman in front of students, and refused to even meet with the VP of academic affairs.

Waddey has taught four philosophy courses in the humanities department since 1989. One deals with ethical issues involving women, including pornography, prostitution, rape and abortion. Students view films and other media, deciding whether they're erotic or degrade women.

Students chanted "Let her teach" as police led Waddey off the school grounds after she taught in the hallway on the first class day after spring break. She was released shortly after on $2,000 bond, according to *The Chattanooga Times* on April 8, and the on-line *Chronicle of Higher Education* on March 30,1998.

Court Advances Title IX Suit vs. Duluth

Despite a squeaky clean new athletics director, new accounting systems and a new public commitment to gender equity, the University of Minnesota at Duluth still may have to pay the piper for its past heinous sins, ruled Judge Paul Magnuson in US District court.

Four female athletes had sued the university for gender bias when they played there. Former soccer player Julie Grandson, who graduated last year, filed a suit for compensatory damages. She was joined by former teammates Jen Thompson and Ginger Jeffrey, and a player on the women's club hockey team, Renata Lindahl.

At the time of their lawsuit, male athletes got 78% of the school's athletic budget and 82% of scholarship aid.

The ruling cleared the way for both sides to get depositions, after the judge rejected the school's motion to dismiss the lawsuit. It may be a year before the case gets to trial, notes the *Duluth News Tribune* on March 18, 1998.

NCAA Subject to Title IX, Court Rules

A U.S. Third Circuit Court of Appeals ruled that the NCAA is subject to the provisions of Title IX requiring equity in educational opportunities, because it receives dues from members who receive federal aid.

On May 11, an NCAA committee on financial aid in Division I schools will meet in Chicago to discuss whether rules limiting the amount of scholarship aid to female athletes is at odds with Office for Civil Rights rulings on gender equity in financial aid.

The eligibility case involves a female athlete, postgraduate student Renee M. Smith, who did not use up all her eligibility at Bonaventure University as an undergraduate, then wanted to play volleyball for Hofstra University as a grad student.

The NCAA refused to grant a waiver so she could play for a different school in violation of a bylaw, despite both schools asking for the waiver. In 1996 she sued for restraint of trade under the Sherman Antitrust Act, saying the NCAA's ruling excluded her from competition based on her sex. She said the NCAA grants proportionately fewer waivers to female athletes than to male athletes.

Currently 38.2% of all student athletes are female, says the *NCAA News* on March 30 and April 13, 1998.

Utah Returns Tax on Women's Tickets

Lawmakers in Utah have approved a new bill to let schools keep all the sales tax they collect on tickets to women's athletics events, with the funds to be used solely for women's athletics programs. Sponsored by Rep Sheryl Allen, the bill was expected to be signed into law by Gov. Mike Leavitt. It is estimated to be worth about $500,000, according to the *Salt Lake City Tribune* on February 28, 1998.

Women Faculty Still Earn Lower Salaries

Although faculty salaries rose 3.4% over last year, about twice the rate of inflation, women continue to earn less than men across the board. The difference is especially great at the rank of full professor, and at doctoral schools.

The annual report by the AAUP notes gender disparities between schools continue to be roughly the same over the past 15 years. Faculty women fare best at baccalaureate schools, where they earn an average of 2.5% less than men (an improvement over 7.4% less in past years); at comprehensives it's 5.1% less, and at research universities it's 11.4% less on the average, according to the *Chronicle of Higher Education* on April 10, 1998. Faculty continue to earn more at private, non-religious schools than at public schools.

Average Faculty Salaries by Sex, Rank and School Type

	All		Public		Private/Indep		Church	
	Female	Male	Female	Male	Female	Male	Female	Male
Professor	$62,631	$71,546	$61,078	$69,643	$72,995	$81,755	$56,118	$62,659
Assoc Prof	48,736	52,525	48,726	52,438	51,613	58,469	45,304	48,595
Asst Prof	40,748	43,551	40,976	43,645	42,875	48,619	37,555	39,457
Instructor	31,919	33,184	31,765	33,195	34,114	40,189	30,937	31,291
Lecturer	33,956	37,490	33,217	36,887	37,896	38,614	33,859	35,981

Source: AAUP 1997-1998 data from full-time non-medical faculty at 2,228 campuses

For more complete data, see the March/April 1998 issue of *Academe*, or contact the AAUP at (202) 737-5900.

Female Med Faculty See Bias at Wisconsin

Female medical faculty at the University of Wisconsin report a much worse climate for women and more obstacles to career advancement than their male counterparts, note early conclusions from a faculty survey.

Of the school's 750 faculty, about 19% are women; 93% of them returned the surveys, compared to only 61% of male faculty. Among their early findings:

- 89% of women faculty and 20% of male faculty reported being excluded from informal professional networks.

• 42% of women and 14% of men saw gender-specific biases or obstacles.

• 13% of women and 4% of men reported sexual harassment at work.

• 26% of women and 9% of men reported witnessing women being denigrated by male colleagues based on gender.

The final report should be out soon, according to the *Wisconsin State Journal* on March 13, 1998.

Congress Seeks Preview of Team Cuts

Responding to the complaints by male athletes whose schools cut their sports to give female athletes equal opportunities at playing, Congress is considering bills to require schools to predict changes in teams as much as four years in advance. The Senate version would also give athletes an appeal process through campus procedures or even federal court.

Predictably, schools and the NCAA say federal intervention would force them to predict the future and undermine their control of their own athletics programs.

"This is a terrible intrusion into institutional integrity and discretion," said Doris A. Dixon, NCAA director of federal relations. She noted federal law requires giving employees only 30 days' notice of a plant closing, yet this legislation would require four year's notice of a team closing.

The NCAA News on April 6, 1998 asked members to send opinions to the Senate Labor and Human Resources Committee.

SMU Women Create 7-foot-tall Barbie Doll

After a Yale researcher determined dimensions of a real-life Barbie doll based on the measurements of the plastic icon, students in a Psychology of Women class at Southern Methodist University at Dallas built the doll of chicken wire, paper mache, a Barbie mask and wig.

Professor Cathey Sutter, who teaches the class and coordinates psychological services for women at SMU, asked students to build the doll as part of SMU's Eating Disorders Awareness Week.

They measured a Barbie doll and multiplied its dimensions by eight, with these results:

Height of 7 feet and 2 inches, bust of 40 inches, waist of 22 inches, hips of 36 inches, legs 60 inches long, thighs 18 inches around, calves 13 inches around, ankles 5 inches around, arms 36 inches long and a shoe size of 9.

Information is from the *Mobile Register* on March 15, 1998, reported from the *Dallas Morning News*.

Radcliffe May End 104 Years as Independent, Become A Harvard Institute on Women

What insiders call the "non-merger merger" in 1977 between Radcliffe College and Harvard University may be frayed beyond hope, and a whole new relationship between the schools forged as early as next month.

At issue is Radcliffe's role in the admission and diploma-signing for female undergrads, but of course money really is at the root of the rift. Both schools are in the middle of fund-raising campaigns, Harvard for $2.1 billion and Radcliffe for $100 million.

Radcliffe has an endowment of $190 million and 20 acres of prime real estate adjacent to the Harvard yard, which Harvard used free of charge for its undergrad admissions and grad school of arts and sciences, but recently agreed to rent for $15 a square foot.

An executive board of the Harvard Corporation discussed changes in the schools' relationship at an unscheduled meeting, *The Boston Globe* reported on April 12, 1998. Neither Radcliffe president Linda S. Wilson nor Harvard president Neil L. Rudenstine would comment on the *Globe's* report.

Speculation is that Radcliffe would become an "allied institution" of Harvard, like its museums, church, arboretum and institute for international development. Radcliffe would focus on its high-quality institutes that support research on women:

• The Mary Ingraham Bunting Institute, which grants fellowships to women scholars, artists and activists,

• The Radcliffe Public Policy Institute, which works on political, economic and social issues involving women and families;

• The Schlesinger Library, the nation's foremost library on the history of women in America.

• The Henry A. Murray Research Center, a social science archive.

Founded in 1894 to give women access to a Harvard education without alienating its male leaders, Radcliffe stopped awarding its own degrees in 1963.

In 1977, Radcliffe delegated to Harvard all responsibilities for educating female undergrads. But in the 1977 agreement, Radcliffe retained certain rights: It still serves as the admission arm of Harvard for women, provides about $3 million in financial aid to women, signs undergrad women's diplomas, retains exclusive rights to solicit pre-1977 alumnae for fundraising, and keeps its $190 endowment and 20 acres of prized real estate.

Recent relations between the two schools are not all peaches and cream. Unhappy with Harvard's dismal record of tenuring qualified women faculty, in 1995 Radcliffe alumnae organized a boycott of Harvard's capital campaign. So far $500,000 in donations is in escrow instead of in Harvard's account. Radcliffe's asking Harvard to pay rent for its use of buildings on Radcliffe land, after 20 years' rent-free use, raised some ire.

Meanwhile the 3,008 current female students at Harvard are confused about the unique arrangement:

• Women won admission to Harvard, but undergrad admissions decisions and financial aid comes from Radcliffe, whose president signs women's diplomas.

• The women's basketball team that upset Stanford University in the recent NCAA play was called *Harvard*.

• Some female undergrads question why their diplomas don't bear the signature of Harvard's dean, and feel Radcliffe is not really part of their lives.

Sources at Radcliffe admit to discussing strategic planning as the college moves into the next century, but warn "drawing conclusions from these discussions is premature," reports *The Chronicle of Higher Education* on-line on April 14, 1998.

Women Presidents: Single, Older and Better Educated

In 1990, the average college president was a 54-year-old white male Protestant. In 1995? A 56-year-old white male Protestant. But hold on, things aren't as bleak as they seem. More women are becoming college presidents in the 1990s than in the 1980s, but progress is painfully slow.

That's the bottom line of the American Council on Education's (ACE) new report *The American College President: A 1998 Edition*. The survey's response rate of 76% among college presidents makes it the most recent and reliable source of information on their demographics, backgrounds and career paths.

Slow progress for women

Of the 2,297 respondents to the 1995 survey, 379 (16.5%) of the presidents were women. In the 1986 survey, only 235 were women, 9.5% of all college presidents. While this represents a 61% increase, women continue to hold fewer than one in five presidencies. "While there are more women presidents today than ever before, the data suggest that progress in diversifying the leadership ranks of higher education institutions is indeed slow," notes ACE president Stanley O. Ikenberry.

Between 1986 and 1995, the number of women leading two-year schools increased from 74 to 148, while those leading doctoral schools rose from 8 to 22. Minorities made slower progress, increasing only from 8% in 1986 to 10% in 1995. On the other hand, if you consider only newly appointed presidents - those who took office between 1991 and 1995 - the picture is more encouraging: 22% of the new hires were women, and 13% were members of minority groups. "People think that women and minorities are getting all the jobs, but the data do not support that," notes Marlene Ross, the report's author.

Hiring practices appear to be getting more conservative for all presidencies.

More conservative choices

Hiring practices appear to be getting more conservative for all presidencies. Governing boards are hiring presidents with more administrative experience than in the past: 47% had been VPs and 20% had been presidents of other schools. Most jobs go to people already in higher education; only 8.5% of presidents in 1995 came from outside higher education, compared with 10% in 1986, and almost three-quarters of the jobs go to external candidates.

Why choose outsiders? "External people look better, because we don't know as much about them," Ross notes.

The proportion of presidents who moved right from a dean or department chair position dropped from 24% in 1986 to 18.5% in 1995. That doesn't surprise Judith A. Sturnick, former president of the University of Maine at Farmington and of Keene State College NH, who'll soon become director of the Office of Women in Higher Education of ACE. She knows of many "wonderful, inventive, thoughtful people" who "definitely do not want to become college presidents."

Yet, "there is nothing like leading an institution to fulfill its potential, nothing like helping faculty and strengthening their role so that the quality of the institution can be enhanced, and nothing like being at the helm and knowing that you can leave a legacy that makes a difference."

Women vs. men as presidents

Comparing presidents between 1986 and 1995:

- **Marital status**: In 1986, only 35% of women presidents were married; in 1995, that figure has increased to 53%, but is still no where near the 91% of men presidents in 1995 who were married.
- **Education**: Women were more likely than men to hold a PhD (65% vs. 57%). Women also were more likely to have served as VP for Academic Affairs in their previous position than were men (34% vs. 25%).

In case you don't get the picture, here it is: To be a female president, you need better educational credentials and more direct experience than male presidents. No wonder fewer are married: They're too busy working twice as hard to get the opportunity to experience the satisfaction Sturnick rhapsodizes about.

- **Age:** Women are also aging on the job. In 1986, 50% of women presidents were 50 years or younger; that number has dropped to 31% in 1995. We're still not as old as the men, of whom only 19% were 50 or younger in 1995.
- **Types of schools:** Women achieved the greatest gains in two year colleges and doctoral institutions. While their numbers tripled at doctoral institutions, from 8 in 1986 to 22 in 1995, women still represent only 12% of public and 6% of independent doctoral institutions. At two-year colleges, women claim 33% of the presidencies of public institutions, but only 6% of independent institutions.
- **Religion:** Women are starting to resemble men in the religious area: while 51% of women presidents in 1986 reported being Roman Catholic, in 1995 only 36% claimed this affiliation. They are also less likely to be members of a religious order, down to 16% in 1995 from 35% in 1986.
- **Previous school:** Almost three-quarters (70.7%) of women presidents in 1995 were external candidates, compared to 62.3% in 1985.

The report predicts that, if present trends continue, "the number and proportion of total presidents who are women and members of minority groups will continue to grow slowly; presidential search committees and governing boards will continue to select candidates with traditional academic and administrative credentials."

Sturnick attributes some of the conservative choices to the size of the search committees. She believes smaller committees would be more cohesive and less likely to choose compromise candidates, whose "paper qualifications" are good, and more willing to select presidents who would "rock the boat."

And rocking the boat is needed, according to Ikenberry. "If higher education intends to have its presidents reflect the population in the near future, different recruitment efforts and selection processes will be required." That's a big "if."

—DJ

The report is available from ACE for $25. Call ACE at (301) 604-9073 or fax credit card info to (301) 604-0158. Also from an article in the *Chronicle of Higher Education* on April 10, 1998.

Carlow Hill College: Walking the Talk to Serve Women

If you're serious about successfully serving nontraditional students, you can learn from Veronica Morgan-Lee.

Morgan-Lee is director of Carlow Hill College PA, an innovative baccalaureate program that targets adult African-American women from one of Pittsburgh's poorest communities, the Hill District. Founded in 1983, Carlow Hill College is a program by Carlow College, a Catholic liberal arts college founded by the Sisters of Mercy in 1929 and "committed to the education of women as leaders and lifelong learners."

Bringing college to the people

Responding to its mandate to serve the community in which it is located, Carlow College developed the program to make college both geographically and socially accessible to residents of the Hill District. In the community with a 30% unemployment rate, fewer than 5% of residents had been to college.

A partnership developed the pilot program "for adults who would otherwise not have an opportunity to further their education because of economic and social constraints." Partners are Carlow College leaders, administrators from sister institution Mercy Hospital and representatives of Hill House, a district community center.

Using a model developed by the School of New Resources at the College of New Rochelle NY, the Carlow Hill College experience is tailored to returning adult learners. An introductory, noncredit course offered at Hill House allows potential students to assess their capabilities and interests in pursuing a degree. In a familiar, non-threatening setting, participants grapple with their choice to return to school. Many of them had put college aside earlier in their lives. As a student put it, "We have a lot of reasons — children, money, no time — but they are just excuses for fear... *we put it off because we were afraid of failure.*"

A wardrobe of supporters

To allay those fears, the program includes support services like help with registration and financial aid applications, a sliding tuition scale and free, full-time child care. Individualized advising, peer tutors, computer help and access to services at the college's learning center all contribute to help students succeed. More immediately, starting the program at Hill House helps the students to build support networks that make the eventual transition to the main campus an easy one.

Carlow Hill College has the same requirements and standards as Carlow's main campus, but its seminar-style classes are designed jointly by faculty and students. The curriculum emphasizes student experiences and knowledge, and recognizes different learning styles of adult students. Core courses designed through this process include "Experience Learning & Identity," "Science & Language," and "Identity Choice & Direction." Each course incorporates critical reading skills, active discussion and reflective writing, compelling students to "think about the journey and what it means to live in the world."

The program's liberal arts focus aims to broaden students' confidence and abilities in learning, thinking and self-expression. "An employer can afford to train these students for specific jobs, as long as they can think, take responsibility and be reasonably articulate," noted one administrator.

The first class in 1983 had 12 students, all Mercy Hospital employees working in clerical, housekeeping and other support jobs. By 1997, more than 40 students had graduated, and 180 students are currently enrolled. All of its graduates are employed, three with graduate degrees and seven working on them.

Veronica Morgan-Lee

Mostly African-Americans, two thirds of students are single mothers, most with kids at home: 60% live in the Hill district. Where does the money come from? National and local corporations and foundations, and the Sisters of Mercy.

A plan becomes a goal

When they start, students complete an academic plan, which focuses their goals, objectives, existing career strengths and new career options. And they set a graduation date between five and seven years later. Students take up to three courses a semester. "They are very aware of the importance of their choices," notes Morgan-Lee, "When choosing courses, they distinguish between solid academic theory and amusing anecdote. They don't want to be entertained. They want to learn."

Director Veronica Morgan-Lee, who holds a doctorate in higher ed administration, is a professor in the department of social work at Carlow College. Her enthusiasm for the program is high: students sometimes look at her "like I'm a crazy woman" when she talks about the importance of education. "For African-Americans," she asserts, "education is the ticket."

In recognition of its success, the Ford Foundation selected Carlow College to participate in the Association of American College's program called American Commitments: Diversity, Democracy and Liberal Learning Initiative, aimed at developing and implementing multicultural curricula.

Classes are no longer held at Hill House, but at a new branch campus building in the Hill District. New programs have expanded Carlow's presence in the community, including a program for entrepreneurs to learn business basics and life skills, which complements course work with mentors from Pittsburgh's African-American Chamber of Commerce.

Another recent addition is the Bedford-Carlow Project, which offers college courses for women on welfare who want to move into a career path. As Morgan-Lee notes, these students "are motivated and hungry for this degree."

Carlow College is also offering wraparound day care to complement a new Head Start program in the community, freeing the women to attend classes and study. Finally, offerings at the branch campus include a violence prevention program, community access to the Internet and a summer camp that focuses on cultural arts.

—DJ

Veronica Morgan-Lee and Carlow Hill College student Angela Maneice presented at the annual NAWE conference in Baltimore in March 1998. Contact Lee at (412) 578-6126.

Fencing as a Metaphor for Women as Leaders

With a leap and flick of a fencing foil, Barbara Baxter Pillinger started an engaging discussion of similarities between the sport of fencing and women as leaders at the NAWE annual conference in Baltimore in March.

"Through athletics, we learn to win with grace and lose with dignity," she said. "That's also part of leadership. Sometimes we're the captain, sometimes the first mate or the deckhand. And sometimes we sit at the end of the bench, waiting to be discovered."

A women's fencing coach before becoming a professor of student development and athletics in the department of ed policy and administration at the University of Minnesota, Pillinger demonstrated fencing moves as she spoke.

Timing is everything

"In fencing, as in leadership, timing is everything," she said. "It's vital to know when to go all out, when to hold your ground and when to retreat." Before the bout begins, opponents take time to acknowledge each other with a salute of their foils. Leaders should too.

Pillinger said like chess, fencing is both an art and a science. And like leaders, participants must be in a ready en garde position. "You're not exactly going anywhere, but you're ready to move: loose, light and fluid."

Demonstrating the lunge, she said its key components are keeping a vision of the target, deciding when to move, moving quickly and decisively, and recovering. "After a lunge, whether or not we hit the target, we need to recover back to the en garde position," she said. To reinforce the need to keep an eye on the target as part of a big picture, both in fencing and in leadership, she recited:

"As you wander on through life, whatever be your goal,
Keep your eye upon the doughnut and not upon the hole."

Plan your next move

Pillinger demonstrated some subtle, indirect attack movements fencers and leaders use as tools:

- **The cutover coupé**, where you cut over your opponent's blade, takes you indirectly from point A to point C thru point B. For leaders, point B could be another person or group.
- **The disengage**, cutting under another's blade, is another indirect strategy for testing the waters, feeling out the situation before deciding on a path.
- **The double disengage**, which may confuse your opponent, returns you to the original line of attack.
- **The ballestra** is a very aggressive combination jump and lunge used to surprise the opponent. "People do not respond well to surprises," Pillinger said, so the move should be used quite judiciously.
- **The parry** deflects an opponent's thrust, which leaders perform by using a clever or evasive reply or remark to ward off criticism or hostile questioning.
- **The riposte**, a sharp swift thrust made after parrying an opponent's lunge, is an offensive action that absorbs the motion. In leadership, a verbal riposte can be very effective.

"Women often fail at the fencing and chess aspects of leadership because they fail to plan and anticipate their next moves," Pillinger noted. After your move, you need a plan to counter your opponent's response, and a tertiary counter-attack move as well.

Barbara Pillinger

"After the thrust and lunge, when we're parried, we tend to stop there," she said. "We need to learn to counter and come back, maybe straight back or maybe with a disengage. Leaders do a lot of parrying back and forth."

Often women leaders fail to riposte by speaking up. Women hold it in and tend to get angry, she said, which can lead to "good old, middle-aged depression." She advised them instead to go ahead without fear.

Fencing and leadership are solo sports

The fencer and the leader who sets the tone for the organization are really alone, Pillinger noted, and each must choose her own countermoves, unlike team sports where members huddle to plan the next move. "Women need to prepare mentally by getting into a pattern and practice of leadership," she said.

Participants suggested women can learn from previous contests if they engage in a healthy "constructive reflection." Instead, women often get mired down in "rumination." They dwell on the issue too long, beating themselves for their perceived failures and refusing to disengage. In contrast, men say "The game's over, let's move on," which is why competing attorneys can go at each other's throats in court, then share a drink afterward.

Ellen Plummer, head of the women's center at Duke University, observed that today's women are learning to play sports with teammates "who are not my best friend." The skills they develop in team sports prepare them for the real world, where teammates are not always buddies, contests are impersonal and players get practice at winning and losing and coming back at it another time.

For women in leadership roles, the game is never over and baggage continues to be carried, participants agreed. A woman said, "I had to lose with dignity, learn to recover, so I go could go back with a clean slate, saying 'OK, you won yesterday, and today's my day.'" Humor works well to lighten the exchange.

Through athletics, we learn to win with grace and lose with dignity.

Course joins theory to practice

Pillinger uses fencing terms to join theory and practice in an honors colloquium on women and leadership in the college of liberal arts. Last year's first class of 17 female students had guest speakers, films and a closing celebration. In the biographical approach to leadership, students read and orally report on outstanding female leaders including Margaret Mead, Eva Peron, Margaret Thatcher, Madeline Albright and Eleanor Roosevelt.

Like women in leadership, Pillinger said, foil fencing relies on disciplined, subtle movements. "If you use wild and wondrous moves like Zorro, your opponent will definitely prevail."

—MDW

For more info, contact Barbara Baxter Pillinger at (612) 625-0123.

Campus Fund Raising Supports Women's Initiatives

Fund raising by and for women at SUNY-Albany empowers everyone involved: donors, award recipients and the fund raisers themselves. At the March 1998 annual NAWE conference in Baltimore, Candace Groudine and Gloria DeSole explained how the Initiatives for Women program has raised and distributed more than $100,000 in five years and strengthened the university and its larger community.

Fund development is traditionally patriarchal, associated with banks and economic power; seven of ten college directors of development are male. But women support other women generously, as the success of many women's colleges shows. Groudine, previously associate VP for development at Albany and now VP for development at the Council of Independent Colleges in Washington DC, invited participants to envision how feminist fund raising would differ from the male model:

Candace Groudine

- **It would be *holistic***, acknowledging women as whole persons who move comfortably between roles as board members, volunteers, donors and beneficiaries.
- **It would be *inclusive***, equally valuing all women regardless of wealth or title.
- **And it would be mutually *empowering***, affirming a positive concept of power that strengthens everybody.

Women aren't into passive philanthropy. A man may write a check to match his buddy's donation or get his name on a building, but women want to know how their gift will affect people's lives. Women ask for more facts and take longer to reach a decision. Groudine said women want evidence of six *C*'s when they give, and the program provides all six to both donors and to the amateur fund raisers:

Women want to know how their gift will affect people's lives.

- ***Change*:** to know their contribution will change lives.
- ***Creation*:** to bring out ideas to help shape the process.
- ***Celebration*:** to rejoice together in every step toward goals.
- ***Connecting*:** to establish a personal tie with the cause.
- ***Commitment*:** to stay involved long term.
- ***Collaboration*:** to work with others to make a difference.

Women helping women

Despite progress toward gender equity, women still face huge problems. "There's an enormous tendency to call a job *done* well before it's finished," said Gloria DeSole, senior advisor to Albany's president for affirmative action and employment planning. As chair of the Initiatives for Women steering committee, she's seen how an award of $250 to $1,000 can help someone attain a dream. Anyone connected with the university may apply: staff, students, faculty or affiliated groups. A few of last year's awards helped these women:

- an international student got international medical insurance for herself and her son;
- an MA student visited El Salvador to study reentry of women guerrillas to civilian life;
- a staff woman took a GRE course and the exam;
- a part-time Women's Studies faculty member published her first book, *Queer Poetics*;
- the local Institute for Research on Women published a newsletter and set up a Web page.

A steering committee of about 18 volunteers from all over campus raises funds and distributes the awards, which average about $1,500. Many are junior faculty; some are staff. "We're not development people. We're all amateurs except Candace," DeSole said. They started with little institutional support. The former president gave their proposal a casual nod; then he insisted the first big event take place on the grounds of the president's house. Renting the tent cost more than they raised, so the program started in the red.

Gloria DeSole

Over time, they learned donors welcome the chance to make a difference in women's lives. They were surprised and gratified by the response on campus; sororities and the physical education department donated, as well as individuals. This year the program is making its 100th award. It has also received an award; last month, the AAUW chose the program for its Progress in Equity award for New York State.

Education and delight

Initiatives for Women has translated its fund raising into education for the larger community. Two annual dinner events funded by donations are free and open to the public: The *winter forum*, focused on a topic of concern to women such as young women's health issues or welfare legislation, and the *summer awards ceremony*. There is also a *fall fund raising dinner* at $60 or $70 a plate, with a dialog between a guest speaker and university president Karen Hitchcock.

Award recipients learn from the experience in several ways. The steering committee offers training on how to write up a project or fill out a form. Each winner receives not only a check but public acknowledgment of her effort and an award to list on her resumé. Recipients seem to cherish the recognition even more than the money. The message they take home to their families, their partners and themselves is that what they're doing has value.

The program has also given steering committee members professional development experience as they teach themselves how to raise and give money or put on a dinner.

The chance to see quick results in the joy of award recipients makes working on the steering committee a delight, DeSole said. "Women can empower other women and themselves by raising money to support women's initiatives. Those who become involved in the fund raising become stronger and wiser in the process." ■

—SC

Contact Gloria DeSole at the University at Albany, SUNY, (518) 442-5415; e-mail gd254@poppa.fab.albany.edu

You Are Not Alone: Find Support to Overcome Isolation

The isolation Colleen Jones feels as an assistant professor of management at the University of Nebraska-Lincoln reminds her how those windswept plains must have felt to pioneer women. Pioneers reached out to one another to survive the alien environment. Similarly, women and people of color who make their professional home in white male institutions need to reach out to overcome their isolation.

Jones is the only woman and African American in a management department of 17. She said the few business school faculty who aren't male and white get isolated in various ways, depending on how they came to drive their wagons to Nebraska in the first place.

Colleen Jones

Trailblazers. The trailblazers came first, one by one, exploring uncharted territory and making the maps. Each trailblazer is a first and only, the prototype against which all others of her race or gender will be measured.

Trailblazers are valuable allies; they know where the bodies are buried. But years of struggle can leave them too tired to suffer fools gladly. Complain to a trailblazer about your bumpy road, and she'll respond "I built the road."

Four months after Jones joined the business school faculty, she discovered a tenured African American two doors down the hall. He'd been on the faculty for 17 years, but apparently they'd forgotten his existence. An actuarial scientist who'd successfully battled a negative tenure decision, the tired trailblazer had withdrawn from the fray. "We need to try to catch them where they are, and pull them in on their own terms," Jones said.

Squatters. The squatters came later, usually by accident or by sneaking in the side door. Perhaps accreditors or graduate students demanded the department hire a woman. Perhaps the university forced her on the department as part of a deal to attract her spouse, who they really wanted.

A squatter may have excellent qualifications but her department didn't ask to hire her. She is resented or simply invisible, forgotten when faculty pass the word about where the crowd is going for dinner. It can be hard for a squatter to find out what's going on.

"They don't know I'm here, but after seven years they'll have to keep me," she may say to console herself. Jones observed that squatters' rights accrue at about the same rate as tenure. A squatter or trailblazer who stays long enough may finally become a settler.

Settlers. By the second or third generation, an environment inhabited by trailblazers and squatters starts to get easier for newcomers. Fewer people challenge their right to be there. The settlers may be gracefully tolerated or benignly ignored, like the actuarial scientist down the hall.

Their research interests can isolate them, especially if they're interdisciplinary or focus on women or minorities. Some white male departments accept women or minority faculty so long as their scholarship is unaffected by race or gender. Ha!

Complain to a trailblazer about your bumpy road, and she'll respond "I built the road."

Where to find your support

Whatever kind of pioneer you are, it's important to avoid isolation as you establish your homestead. You need a network to provide the information you require on the job; neither trailblazers, squatters nor settlers get the news automatically. You also need emotional support, people to cry with you or shout for glee at your triumphs. Jones suggests four sources of emotional support:

1. Family and close long-time friends. With those rooted deep in your psyche, it's worth the extra effort to help them understand your world. As a first generation college student, she had to explain that during grad school she wasn't "not working" just because she didn't go to a factory or office. "I'm writing a book and when I'm done you all have to call me *Doctor*," she told them. She's managed to "lift as she climbs" by serving as a role model for six nieces and nephews now in college.

2. Friends in the community. You need people to party or just go shopping with. Local friends are important to help you keep your balance when things go haywire at work. Religious organizations, single parent groups and volunteer work are a rich potential source of emotional support.

3. Mentors, co-workers and former colleagues. Honest feedback is harder to come by as you move up in an organization. Find people who can help you gauge your goals: Are they so high as to set you up for failure or so low as to suggest no one expects much from you anyway?

Maintain relationships with people who will tell it like it is: "You said *um* 43 times during your presentation."

"Don't wear that suit again. It does nothing for you."

"You've been here 20 years; where are you headed next?"

"You keep complaining about your supervisors. Why don't you become one?"

4. Professional counselors. You generally have to pay these advisors, but they're worth it. Career counselors, head hunters and advisors from groups like NAWE can give you a good read on your field and how you fit in.

Ten principles of networking

Like everything else that matters, once you create your networks they'll need care and feeding. Jones suggests:

1. Be open-minded; cast your net wide for helpers.
2. Be prepared; know what you want and what to offer.
3. Treat those in your network as equals.
4. Choose your team by what people know, not their jobs.
5. Don't be afraid to ask for what you need.
6. Don't waste resources; be selective in what you request.
7. Be committed, determined to do whatever it takes.
8. Set realistic and achievable goals.
9. Give without expectation of getting in return.
10. Say *thank you*; appreciation goes a long way.

—SC

Colleen Jones spoke at the NAWE conference in Baltimore MD in March 1998. E-mail her at cjones@cbamail.unl.edu

Solving Sticky Campus Problems with 'Currencies and Chips'

by Lois Vander Waerdt, JD
President, The Employment Partnership

Genevieve's first major administrative post is associate VP for academic affairs. She's frustrated by her inability to get a consensus from a committee she chairs, by faculty members who have complained to the president about her aggressiveness, and about a general inability to complete projects important to giving her the track record she needs to make her next administrative move.

Genevieve has the power and the support of the VP's office, but obviously that has not been enough. She is frustrated and tense, and her frayed nerves are beginning to show in her work. She knows she needs to do things differently, but she's in a quandary on how to proceed. Let's look at her role using currencies and chips.

Lois Vander Waerdt

A sexual harassment complaint

Gen's biggest and most immediate problem is an inadequate and obscure complaint procedure. Due to a lack of diligence by her predecessor, the Office for Civil Rights has ordered the campus to hold a hearing on a sexual harassment complaint filed by a student against a faculty member more than 18 months ago. She's concerned that no one on the panel has any actual training on the substance of sexual harassment. And the procedure doesn't clearly state how a person actually files a complaint, or with whom, to make it official.

Meanwhile, the student's complaint has created strongly held opinions and animosity between students and staff who support the student and faculty members who wave the flag of free speech. Both sides have propagandized their viewpoints.

Positional power may be a large myth, which is why we need to cultivate the more subtle kinds of power.

Here's a visible and important problem for Gen to solve. If successful, she'll develop some positive currency or chips, for she'll gain the confidence of people who can help her out in the future, when she'll use the chips.

Gen identifies two problems: First, the immediate problem of providing a fair hearing for the student while preserving the rights of the accused faculty member, and second, the long-range problems in the complaint procedure.

Resolving the complaint

Here's what Gen does to address the first problem: She meets with the parties to the complaint to discusse the problems in providing a fair hearing. Gen previously has been responsible for investigating sexual harassment complaints, and it's this expertise she calls upon to lead the meeting. Her knowledge is a chip. Gen will personally conduct a subject-matter meeting with the committee once it's selected and will be available for subject-matter advice during the course of the hearing. (If Gen didn't have the expertise, she'd hire or appoint someone else to do it.)

If Gen had experience in defusing hostilities or extensive training in mediation techniques, she could use these skills as currencies. However, until Gen develops these currencies, she'll have to use other techniques to bring order to the opposing factions. Here are some suggestions:

- Meet with the parties to explain how the process works.
- Hold the hearing as soon as possible.
- Make sure both sides can speak clearly at the hearing.
- Provide training on sexual harassment for both faculty and students, so everyone understands what it is and how to comply with campus policy and federal law.

Revising the procedure

The second problem, the complaint procedure itself, poses a different kind of dilemma. The Board of Trustees must ratify the procedure and any changes to it. The previous procedure was adopted only two years ago and was approved by an attorney in an external law firm. Gen learns that this attorney had no previous experience with employment law, and that this was the first complaint procedure he had ever reviewed. But, he has political clout with the board.

Here's how Gen proceeds: She meets with the VP and his professional staff to map out a strategy for addressing revisions to the complaint procedure. As a result of the meeting, Gen meets with the president, because the president is her line of contact for the board. The president first tells her not to bother with the complaint procedure; however, when Gen articulates the problems she has observed and discusses the liability the campus could have if these flaws aren't corrected, the president agrees to appoint a committee. All members of the committee have had experience with complaint procedures: as members of hearing committees, investigators, mediators, or complaint administrators. The president also agrees to consider the report the committee will create. Gen's currencies with the president are her subject-matter knowledge of complaint procedures and his willingness to allow a new administrator some "free" currency, (i.e., he assumes competency until she shows him otherwise).

Working with the committee gives Gen a chance to learn the territory of a particular corner of faculty politics, including the history of several due process issues that have affected the campus. This experience gives Gen additional currencies: historical knowledge and knowledge of the players. She also increases her currencies with committee members by providing them with articles about complaint procedures and drafting the initial documents for committee consideration.

Six months later, Gen's committee has completed its work and submits its report to the president. In the meantime, Gen has submitted a scholarly article on complaint procedures and due process considerations to a journal, a currency unique to higher education. This gives her additional credibility with the president, board and faculty.

Indirect power works

In any organization, the most obvious power resides in those who have line authority. Gen reports to a line officer, and as an associate VP, she has some line authority; the graduate school and admissions office report to her. She controls these budgets and the personnel in these units. In the area of complaint procedures, however, she has no line authority. She is a staff member with a problem to solve. Real power, the power to solve problems and to get things done, often is much more subtle.

Gen's problems are familiar turf for affirmative action officers, who are accustomed to having to acquire power indirectly. An affirmative action officer has no line authority. He or she cannot hire faculty members, administrators, or staff in order to meet affirmative action goals or actually accomplish any of the many objectives he or she may have for the campus. In the jargon of the trade: He or she does not have the positional power of a dean or another line administrator. But affirmative action officers do have other kinds of power:

- ***political power*** associated with constituent groups; personal power called charisma;
- ***reflected power*** from the board, the president and other line administrators who support affirmative action;
- ***the power of expertise***, knowledge and skill;
- ***relationship power***, reservoirs of interpersonal trust built up through long and positive experiences with another, and contract trust, developed when a person does exactly what she says she'll do.

Currency is for spending

Although women are more likely to hold presidencies and other top jobs than ever before, many still feel their power is limited. But, they all know that power is the key to success. The theory behind getting and using the more subtle kinds of power is called *exchange theory*, a concept pioneered by Allan Cohen and David Bradford in their 1990 book *Influence Without Authority*.

In practical terms, Gen asks, "Do I have something others want or need? If not, where can I get it?" We're talking about "currency" or "chips." In Gen's case, she can solve people's problems, make systems and procedures work, simplify people's lives and be a buffer between conflicting people. She also can enhance her credibility by using her knowledge and expertise, by publishing scholarly articles and by carefully learning the territory.

Exchange theory works from several points of view:

- ***Compliance for mutual benefit***. I'm doing this because it benefits me; you're doing it because it benefits you.
- ***Equivalent payment or reciprocity***. I'll take care of you now. You'll pay me back later.

John F. Kennedy once said he was surprised at how little real power he had as president! Clearly he had the power of his position, but JFK still had to influence Congress to pass his legislative program and had to influence foreign leaders who had different agendas than his. Positional power may be a large myth, which is why we need to cultivate the more subtle kinds of power.

Using the subtler kinds of power is one of the subjects in Climate Issues for Affirmative Action and Campus Life, a seminar to be held June 28 - July 1, 1998 in Queenstown MD. For more info, call Lois Vander Waerdt at (314) 994-7400.

Academic Writing Obfuscates the Obvious

A first-year student thought using a thesaurus would make her writing sound more profound. Can you translate these popular sayings back to English?

1. Scintillate, scintillate, diminutive asteroid.
2. Members of an avian species of identical plumage congregate.
3. Surveillance should precede saltation.
4. Pulchritude possesses solely cutaneous profundity.
5. It is fruitless to become lachrymose over precipitately departed lacteal fluid.
6. Freedom from incrustation of grime is contiguous to rectitude.
7. The stylus is more powerful than the claymore.
8. It is fruitless to attempt to indoctrinate a superannuated canine with innovative maneuvers.
9. Eschew the implement of correction and vitiate the scion.
10. The temperature of the aqueous content of an unremitting ogled saucepan does not reach 212 degrees F.
11. All articles that coruscate with resplendence are not truly auriferous.
12. Where there are visible vapors having their prevenience in ignited carbonaceous materials, there is conflagration.
13. Sorting on the part of mendicants must be interdicted.
14. A plethora of individuals with expertise in culinary techniques vitiate the potable concoction, produced by steeping certain comestibles.
15. Eleemosynary deeds have their incipience intramurally.
16. Male cadavers are incapable of yielding any testimony.
17. Individuals who make their abode in vitreous edifices would be advised to refrain from catapulting projectiles.
18. Neophyte's serendipity.
19. Exclusive dedication to necessitous chores without interludes of hedonistic diversion renders one a hebetudinous fellow.
20. A revolving lithic conglomerate accumulates no congeries of a small, green bryophytic plant.
21. The person presenting the ultimate cachinnation possesses the optimal cachinnation.
22. Abstention from any aleatory undertakings precludes a potential escalation of a lucrative nature

Answers

1. Twinkle, twinkle, little star.
2. Birds of a feather flock together.
3. Look before you leap.
4. Beauty is only skin deep.
5. It's useless to cry over spilled milk.
6. Cleanliness is next to Godliness.
7. The pen is mightier than the sword.
8. You can't teach an old dog new tricks.
9. Spare the rod, spoil the child.
10. A watched pot never boils.
11. All that glitters is not gold.
12. Where there's smoke, there's fire.
13. Beggars can't be choosers.
14. Too many cooks spoil the broth.
15. Charity begins at home.
16. Dead men don't speak.
17. People who live in glass houses should not throw stones.
18. Beginners luck.
19. All work and no play makes John a dull boy.
20. A rolling stone gathers no moss.
21. He who laughs last, laughs best.
22. Nothing ventured, nothing gained.

—A professor sent this comment on academic writing to her doctoral students.

Helping Students Meet NCAA Initial Eligibility Rules

by Jennifer Vallo

Sue is a high school senior with dreams of playing college volleyball at an NCAA Division I school. She was highly recruited after a great junior season, but college coaches suddenly stopped calling. With a 1.8 GPA and SAT score of 700, Sue may not be eligible to compete her first year in college. As an athletics administrator, you get a frantic call from Sue's mother, who happens to be your former college roommate. How can you help?

Know thy Big Three

One way is by teaching Sue about the Big Three of initial eligibility requirements: standardized test scores, high school GPA and core courses. They're considered together, so a high GPA may balance a low SAT score. A student needs certain scores in all three areas to play her first year. A first-year student needs a specific grade-point average in 13 fundamental academic core courses to compete in Divisions I and II.

Even for the most devoted athlete, it's important to pick the school first and the athletic team second.

Sue's high school guidance office should know eligibility requirements and help students choose classes. Students also need a minimum score on either the SAT or ACT, and Sue's fails to meet the initial eligibility standards. By taking the PSAT as sophomores, students become familiar with standardized tests and low scores can sound the alarm. A test preparation class is a good option.

Another way to help Sue is to address her weaknesses directly. She may have all 13 core courses, but needs to raise her grade-point average to at least 2.0. Have Sue and/or her parents met with her teachers individually to uncover her problems and plan how to solve them? Better focus, attitude adjustment and tutoring can help.

Choose the college, not the team

Discuss with Sue what factors should go into choosing a college. Most young athletes dream of being stars at Division I schools, but many would be bench warmers at that level. Would Sue be happier as the key player on a less touted Division III team or a contributing member of a prominent Division II team?

It's important to sit down with Sue and talk about what she really wants and needs in a college: location, size of town and college, number of students in each class, record of athletic team, etc. Try to evaluate Sue's wants and needs, and how they may change over her years in college. Even for the most devoted athlete, it's important to pick the school first and the athletic team second. Should she decide to stop playing or suffer a career ending injury, she should be happy with her college choice.

Apply early to avoid the fall rush

The actual process of submitting an application (test scores, high school transcripts, and registration form) to the NCAA's Initial-Eligibility Clearinghouse is pretty simple. Sue can register with the clearinghouse anytime, but most register following their junior year in high school. The NCAA clearinghouse gets more than 120,000 applications each year, and immediately certifies about half to compete as first-year students.

Although Sue won't receive the final results from the clearinghouse until after high school graduation, and it's never too late to register, it's best to apply during her junior year to prevent getting lost in the dreaded glut of last-minute applications sent between August and September.

Sue and her parents should make use of all the available resources. Start by contacting the NCAA membership services staff directly for answers to specific questions on her eligibility. The NCAA website (www.ncaa.org) is another source along with the NCAA hotline, which offers a recorded message on freshmen eligibility at (800) 638-3731. Two user-friendly pamphlets are *The NCAA Core Course Review: 1998 Playbook* and *The Guide for the College-Bound Student-Athlete*.

'No' is a challenge

If Sue doesn't meet initial eligibility requirements, a waiver may be sent to the NCAA by a member school, usually one she's interested in attending or was recruited by. Based on Sue's situation, she may need a waiver of the core course performance and the standardized test score. These are two of eight main categories of waivers the NCAA considers when reviewing waiver applications.

Once the NCAA membership services staff receives a waiver application, they review it and fax a response to the school within 72 hours, indicating if the waiver application is complete and who is the contact person for the case, an invaluable resource in answering questions. Next, a committee of non-NCAA staff members convenes by phone to discuss the case with the NCAA staff contact, who calls the school with the decision. Denials can be appealed within 30 days. No magic formula determines whether a waiver will be granted, but a few tips may help:

- ***Read the directions*** and send all relevant material to the membership services staff in an organized, legible manner. It speeds up the process and makes the application easier to understand.
- ***Provide accurate and convincing documentation.***
- ***The closer the student is*** to meeting all of the Big Three, the higher the probability of getting the waiver.
- ***The more extenuating the circumstances,*** such as a student scoring 10 points too few because her sister died on the day before the test, the more likely the waiver.
- ***Be persistent.*** If the waiver is initially denied, ask the contact person why. If you appeal, clarify your position based on what the contact said and add relevant arguments.

As an athletics administrator, it's your job to stay informed about the initial eligibility process and rule changes. If this seems like a lot, remember: If we can help just one student to obtain her initial eligibility, we may have made a difference that affects the student for a lifetime.

Jennifer Vallo, a former NCAA staff member, is starting a consulting business to help young athletes gain NCAA eligibility. Contact her at (920) 451-8983.

Advice to Avoid Burnout from a Campus Change Agent

When Martha Kaniston Laurence protested an administration-sanctioned panty raid in 1989, a few years after she joined the social work faculty at Wilfrid Laurier University in Waterloo, Ontario, she wasn't prepared for the outright hostility of campus response.

"I've been pilloried, threatened, had everything land on my doorstep. I couldn't understand the hate," she says. From the ashes of her subsequent burnout emerged new approaches that let her enjoy life while becoming much more effective. She shared her insights at the March 1998 NAWE conference in Baltimore MD.

All women and minorities are change agents simply because they are different. Depression, immobilization and burnout are occupational hazards of being an agent for change. "I am a deviant; I enjoy being a deviant," she says. White, able-bodied, heterosexual males still make up 80% of tenured or tenure-track faculty at Canadian universities and dominate the rest. Women and minorities who don't agree to be dominated are a threat.

The conservative 1950s-style Wilfrid Laurier University hired Laurence in 1989 to meet an accreditation requirement, not to get her input. Accepting with naïve confidence, she was shocked and bewildered by the reaction to her panty raid protest. When she finally took off for sabbatical to New Zealand in 1991, she was so depressed she dreamed her plane crashed before bringing her back. Instead, she returned refreshed, with new perspectives and strategies to help her survive and thrive.

Women and minorities who don't agree to be dominated are a threat.

Centering and taking stock

"There's no mileage in getting ourselves shot, beaten or pounded to pieces," she decided. She created an empowering sense of distance by visualizing the university as her client, and framing herself outside it. Thinking in terms of organizational dynamics, she could anticipate resistance and plan how to deal with it. "It's almost like stepping outside and watching myself." Since every action has an equal and opposite reaction, resistance to change is normal and inevitable. It's equally normal for women to feel frustrated, angry and demoralized in response.

"Pay attention to yourself and let go of what you can't control anyway," she advises. Women aren't trained or socialized to trust their instincts and observations. "Where you are is okay. It doesn't mean you like it and it doesn't mean you want to stay there, but it's okay."

Similarly, accepting the resistance doesn't mean liking or excusing it, but acknowledging it. Since people are the product of their experience, North American men think they're superior to women. Trying to change things that can't be changed is a quick path to burnout.

Taking herself and the resistance as given, she learned to choose where to put her energy in each situation:

- *Vulnerability:* How vulnerable do I feel? How vulnerable am I really?
- *Power to influence:* How much power do I have to influence the situation? How much do others think I have?

Women faculty often feel more vulnerable and less powerful than they really are.

Strategies for change without burnout

After she returned from New Zealand she was appointed to the research grants committee, where the "old boys" funded only traditional quantitative research. The only tenured woman and advocate for nontraditional methodologies, she was assumed to know nothing about research.

Martha Laurence

"I was silenced and fuming. Now what?" She evaluated her vulnerability and power to influence. The men on the committee could be rude and dismissive, but they couldn't fire her. She couldn't change or outvote the men, but she could be "a bloody pain in the butt."

She developed a strategy. When the old boys applied tougher standards to women's research, she pointed out the discrepancies. When a good proposal was in trouble, she moved to table it, buying time to lobby for support. Half of those proposals eventually got funded.

These strategies reduce burnout:

1. Get backup. Serve only on committees with at least one other feminist woman. It reduces harassment and provides a witness for any that occurs.

2. Attend one-for-two with regrets. Review the agenda, then go to only the meetings where you want to vote. Women need to practice skipping a meeting without a good excuse; men do it all the time.

3. Expose the secret society. One way the old boys control committees is to make key decisions on the golf course or over a drink. You can "out" the symptoms by questioning how decisions are made or why criteria are applied inconsistently.

4. Use your invisibility. Since you can't change the fact that men ignore women's voices, make the most of it. Invisibility offers a measure of protection. When Laurence defended proposals by tabling them, the committee chair didn't notice her but thought it odd that so many proposals were tabled for more information that year.

5. Go with the horses that are running. Spend your time on those you might be able to influence: the well-intentioned, the politically correct and sensitive New Age guys. Don't waste more energy on blatant or closet misogynists than it takes to neutralize or contain them.

6. Know your hooks, plan your rejoinders. We each have hooks that suck us into pointless arguments. Identify your hooks and plan how to avoid taking the bait.

7. Find safe places and kindred spirits. Pervasive isolation is a prime cause of burnout. Women and other change agents need to find each other and talk. With Laurence as a mentor, new faculty women have support to keep challenging the system without getting burned out.

—SC

Contact Marti Laurence at (519) 884-1970 x2475; e-mail mlaurenc@mac1.wlu.ca

When Women Lead the Campus Police/Security Force...

Crime is on the increase, and even our campuses are no longer safe havens. It's more likely than ever that the campus police or security officer you call for help will be a woman, and her boss may also be a woman. How does that affect what happens when someone on campus needs help?

First, understand there's a basic difference between strictly security departments like those at private colleges, and those with full police powers like at many public universities. To get a handle on the experiences of women in campus police and security work, *WIHE* interviewed five women leaders at different types of schools.

The players:

- **Lawson has been policing her whole career.**

Regina Lawson, chief of police at Wake Forest University NC, started in the student patrol at the University of North Carolina-Wilmington, got a first job there at graduation, then moved to Wake Forest in 1989 and became chief there five years ago.

She believes the campus police/security field is becoming more professional. "The whole field has evolved in the past 10 years so it attracts people to it more as a career path," she said. Before, those with municipal departments often "retired" to campus police and security jobs.

- **Gomez ran the police academy.**

Debra Gomez proves there's more than one way to get ahead in campus police and security departments. Gomez graduated from Regis University CO, then directed the police academy at Arapahoe Community College CO, before switching from academic to administration and becoming the college's director of public safety seven years ago.

- **Squillace was the only woman in the police academy.**

Kim Squillace, assistant director of security at Vassar College NY, started in law enforcement about 10 years ago. She moved to corporate security for IBM, then became director of security at Bard College NY, before coming to Vassar. "A lot of colleges now seem to be looking to give women a chance," she said. She was the first woman in her agency and the only one in the police academy.

- **Yip Choy was administrator who took over security.**

Jennifer Yip Choy, director of risk management at the University of Calgary since its creation as a division in 1991, is executive assistant to the VP for finance. "I don't see myself as in security. I'm in administration." Her risk management unit covers insurance, loss control, loss prevention, and loss financing. She recently hired a security manager.

- **Riseling joined campus force to become chief faster.**

Sue Riseling has been director of police and security at the University of Wisconsin-Madison since 1991, having been associate director of university police at SUNY-Stony Brook. Just 37 years old, she chose campus law enforcement as "the fastest method to become police chief."

Riseling's responsibilities differ greatly from strictly campus security work. "Here at the University, we have the same training and pay as the municipal police. We're a police department that happens to be at a university," Riseling said.

"The police component is an important option. It affects admission and commencement rates. You can bring a campus to a standstill if you don't do policing well," she noted.

Her department also has prevention and community involvement programs, and its mission coincides with the school's educational mission. "But there's no question that we're the police," she explained. "Law enforcement is a method, it's one avenue of policing. We have multiple avenues, diverse programs, and many ways to solve problems," she noted. "But that doesn't make us any less of a police department."

More women in campus security

Riseling identifies strongly with policing aspects. She expects a rise in the number of campus police officers, due to federal requirements for increased campus crime reporting and more behavior problems and crime in high schools. In addition, technology has brought new kinds of crime: Her department now has two full-time investigators for Internet crime.

Women are more sensitive to different approaches to solving problems in security.

Despite the growth opportunities — Riseling herself plans to hire 10 officers in the next six months — she expects police and security departments to gradually add a few more women, "I think we've been running at 8 to 10% women for a number of years. As women come in, more women are leaving. These jobs are not conducive to raising small children."

Squillace believes the situation will soon change at private colleges. "Within two to five years, you'll see a lot more women enter the private college security field," she said. Significant numbers of women entered public law enforcement in the late '70s, she said, and when they retire, they'll move to campus security departments.

Riseling acknowledges the profession "is dominated at the top by men who have done this." But that's changing, as many new directors are now coming up through the ranks. Campus police and security departments "will not be a retirement spot much longer."

Of 969 school members of the International Association of Campus Law Enforcement Administrators, only 74 or 7.6% of the primary contacts are women. They don't know if the number of women has changed over the years.

Do women change the department's culture?

"Women are more sensitive to different approaches to solving problems in security," Squillace believes. "Men use more force; women use their brains more."

With a philosophy of leading by example, she sometimes responds herself to incidents on campus. "You read their body language," she said. "When you're dealing with someone with a clenched fist, you show the officers how to handle the situation. Show them how to talk a bit more to this person and how to de-escalate the situation."

Squillace says male officers don't resent her involvement. "Men especially are reluctant to ask for help," she points out. "When you get out there and show them, they

don't have to ask, and it gives me credibility in their eyes. And I show them that I'm very sure of the end result," she said.

Riseling expects very different kinds of campus police and security forces with very different cultures to continue at various schools. A university located in a large urban area has very different security needs than one in a rural setting, Yip Choy suggested.

Do women change the campus?

The increasing presence of women in campus police and security positions can have subtle, positive effects on any type of campus. "Women do bring a lot to the situation especially in dealing with sensitive situations," Squillace said.

"A lot of people seek me out because I'm a woman." The counseling and other student services departments often bring questions to Squillace, and a student-run sexual assault group was very receptive to her coming to Vassar. "I have a good working relationship with them," she said. "They feel I'm really listening to what they're saying and they're very comfortable in speaking with me."

Squillace has also given presentations at freshman orientation and in residence halls. "We talk about prevention measures when walking or driving on campus and discuss self defense," she explained. Occasionally residence hall advisers have invited her to talk with the students. Squillace, who is famous for her zucchini bread, once "brought in loaves of zucchini bread" and just talked with the students about their security concerns. Later, quite a few stopped by her office just to say, "Hi."

Squillace believes she also has an impact on other colleges in the region, through Tri-County directors' meetings, where she meets security directors from other schools. "I am the only woman and they seek my view on things," Squillace said. "When they get out of line, I'm the first to say something," she added. Some of the male security directors "are older and they don't realize they could say something that could offend someone."

She also works with Vassar's own security staff, particularly the sergeants, who are primarily men. "We work on a daily basis to make them more sensitive to women's issues and issues on diversity," Squillace said.

What skills do women need?

Regardless of the type of department, people skills are crucial. "Women need strong interpersonal skills, the ability to write, speak, and have a presence that is somewhat commanding — a presence that people will listen to," Riseling said.

Speaking from a security emphasis, Yip Choy said, "We focus more on interpersonal traits and skills, not just police background. We don't want people who are abrasive, who escalate situations." She added, "We don't focus on the hard skills, like whether you can handcuff someone and take them to the ground. We can teach those. We recruit for the skills that are harder to acquire — the people skills."

Officers also need a strong sense of their own identity. "They need to be self-directed," Gomez suggested. They also need to have "common sense and be self-assertive."

Lawson pointed out that "leadership skills are the same regardless of the type of department." She looks for proactive, prevention-oriented candidates who are advocates of community policing. "We're always looking for creative ways to resolve problems."

Squillace advised: "There has to be a real enjoyment in working with people and no power tripping. At a college, you're working in a little community. The job doesn't end at 5 o'clock. We're like a little village here; you have to become vested in it to enjoy it."

What do women need to know?

Women officers must also "truly be comfortable with the identity of campus law enforcement as a chosen career, not wanting to be in some other branch and settling for campus law enforcement," Lawson suggested. "Some new officers are not quite suited or proud of being a campus law enforcement officer. I like it because it allows you to interact with and have a long-term impact on young adults."

Within campus law enforcement are many different facets. "Try various components of law enforcement. Don't focus too early," Riseling urged. "It can narrow your opportunities for advancement. We ask people to be uncomfortable. That's how you grow ... through a variety of experiences. This makes you more valuable to management and more valuable for advancement."

Squillace believes "Women should never be intimidated by the leadership position. I didn't have an administrative job before becoming director at Bard." ■

—DG

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Women in Security Still Face Bias

Gaining entry to the old boy's network of security has not been an easy task on some campuses. Buffalo State College has been an example of how not to do it.

In February, a former female officer at Buffalo State was awarded $169,000 plus expenses in a federal suit. Lisa Schnorr, 36, who retired from the department in 1991 due to a back injury aggravated by wearing a gun holster designed for men, has been battling ever since.

Evidence of Buffalo State's bias against women in security:

- When Schnorr complained of backaches caused by wearing a holster made for men, her boss "laughed in my face."
- Women officers had to pick up their mail in the men's locker room, risking encounters with nude colleagues.
- No woman had ever been promoted to investigator in the college's 126-year history.
- A male officer with less experience, less education, less seniority and a lower test score was promoted and gained a $4,000 salary increase.
- The college's former affirmative action director said the department was "insensitive" toward women officers and held many training sessions to deal with the problems.
- In 1994, another former female officer settled her lawsuit for unfair treatment by her superiors for $85,000 cash.

J-School Finally Honors Its Best

It's been 30 years since I graduated from the University of Wisconsin journalism school. Although I live and work about a mile from it, this weekend was the first time I've been even tempted to return.

The occasion was the Ragsdale Reunion, when a favorite professor received an award for "distinguished contribution to journalism and mass communication education." Finally being honored 16 years after leaving the department in 1982, Wilmott Ragsdale was the kind, sensitive soul who modeled civility in an uncivilized world.

Rags started the writing courses like Feature Writing, Critical Writing and Literary Aspects of Journalism. He taught students to see, to think and to live life boldly, taking the plunge without fear.

Students love him, still

In 1979, Rags won a university-wide citation as one of "Ten Most Popular Teachers Likely to Get Your Attention." If it wasn't for his stories of covering the 1944 D-Day invasion for *Time*, it was for seminars held in his cozy living room with fires, food and port wine.

Rags taught us journalism isn't a profession, it's a mission and a passion. Writing should be fun, but it can also be hard. He banned using the word *very* and considered using a thesaurus "living beyond one's means." He made us ask the hard questions, dig to find the buried facts and love words for the images they evoke.

How do you measure success?

By every measure, Rags has done what we all want to do in life. Following a career of reporting abroad for *Time*, *Newsweek* and the *Wall Street Journal*, Rags organized journalism programs in Bangkok, Manila and Cairo. He came to the J-school in 1960, after years of wooing by chair Ralph Nafziger, who sought to balance the department's overwhelming number of hard-line researchers. When I attended, the school had no women faculty, no pure writing sequence and no advanced degree program for those who didn't really care about quantitative research.

- Rags was easily the most popular faculty member ever in the J-school, a former faculty colleague admits.
- Several of his students went on to win Pulitzer prizes.
- After receiving news of the Ragsdale Reunion, 43 former students were inspired to send personal remembrances of Rags, which were published and distributed there. Their careers today are with prestigious employers.
- To honor him, more than 130 former students and faculty colleagues attended an awards dinner. The publisher of three daily Thai newspapers flew in from halfway around the world. Joann Stevens, director of communications for the Association of American Colleges and Universities in DC, mentioned in an October phone call that she'd earned a master's degree in journalism at Madison in the 1970s, and recalled Rags as her favorite professor. When reunion invitations came a month later, I invited her to stay with me for the event. Meeting her was almost as great as reconnecting with Rags.

Casting pearls before swine

I must admit, I didn't much appreciate Rags when I took Feature Writing from him as a 20-year-old in 1965. Following the male model of just-the-facts, hard news journalism, I saw less value in the softer aspects. I just couldn't relate. In retrospect, I was probably reflecting the general attitude of the department: if you didn't do quantitative research and speak in jargon, your value was limited. Rags never used jargon. God knows how he got tenure.

At the reunion, he remembered me well, but not for my brilliant writing in his class. Rather it was for stealing the sign with his name in English and Thai from his office door. Along with the door to a stall in the women's restroom, they were "door prizes" for the annual J-school picnic. (We did return them.)

His first words to me at the reunion were "How's your daughter?" Rags had remembered that ten years ago we'd chatted after meeting at my neighborhood grocery store, and I'd mentioned my daughter.

At age 86, he's living in a house he built with his own hands on an island in Puget Sound, having again retired from teaching, this time from the University of Puget Sound. Over dinner, he confided the roof leaks but he finds it easier to put out pans than to fix the leak. His daughter, a lawyer in upstate New York, also sat with us. She confessed to having been jealous of her dad's students as she grew up, believing he gave his best to us.

It's never too late

I now regret that as a brash young student I missed out on a unique opportunity to learn more from one of the world's best teachers. But I now have 33 pages of recollections from 43 students who shared their best lessons. And I have a box in the attic that holds all the valuable papers from my university education, including Feature Writing, which I intend to hunt through as soon as this issue is safely at the printer. And I have his address.

Mary Dee

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Designed for Academics, Title IX Now Focuses on Athletics

Achieving gender equity in athletics is more challenging than in academics, according to Mary Sue Coleman, president of the University of Iowa. Despite significant progress, opportunities for women in athletics haven't expanded at the rate of those in male-dominated academic fields.

Kicking off an NCAA seminar on achieving gender equity in athletics in Chicago last month, Coleman reviewed the history of Title IX, passed in 1972 as part of the Education Amendments. It says: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Mary Sue Coleman

Funding the changes needed to reach equity in athletics is the problem, Coleman said. To achieve equity in academics, women need only an equal opportunity to enroll in an existing program. But in athletics, women need a whole new team, costing an average of $350,000.

Slow start in athletics

The first mention of athletics equity was in the 1974 Javits Amendment, requiring "reasonable provisions with respect to intercollegiate athletic activities, considering the nature of the particular sports."

But the 1987 Supreme Court *Grove City* decision ruled that only programs receiving direct federal aid were subject to Title IX, even if the school got federal aid for other programs. Congress responded by passing the 1988 Civil Rights Restoration Act, requiring all operations of a college to be subject to Title IX when any part of that college received federal funds.

Since then, the Department of Education's Office for Civil Rights says a school can comply with Title IX if it meets any of three criteria:

1. The level of participation by women and men students is substantially proportionate to their enrollment.

2. The school can demonstrate a history and continuing practice of program expansion, responsive to the developing interests and abilities of the underrepresented sex.

3. The school can show its current program fully and effectively accommodates the interests and abilities of the underrepresented sex.

Title IX opened academics for women

Coleman said women student's participation in many professional and academic fields has greatly increased since Title IX passed in 1972, citing University of Iowa increases of 22 to 34% for women in engineering, medicine, law, dentistry and pharmacy. A biochemist by training, she said almost 40% of Iowa students now in the life sciences are women.

Increase in U of Iowa Women Studying the Professions

	Fall 1971		Fall 1997		Change	
	No. women	% of college	No. women	% of college	No. women	% of college
Engineering	11	2.7%	291	25.2%	+280	+22.5%
Medicine	68	7.1	530	36.8	+462	+29.7
Law	54	9.7	284	42.5	+230	+32.8
Dentistry	3	1.2	102	34.2	+99	+33.0
Pharmacy	103	32.1	314	65.8	+211	+33.7

"But I certainly would not claim that across the university we have created total equity," Coleman said. "The problem is not so much the lack of opportunity for young women, but rather lack of interest and preparation in primary and secondary schools. We still have work to do."

Iowa approaches athletics equity

Despite the efforts of Christine Grant, renowned director of women's athletics at the University of Iowa, the number of women athletes still lags behind men. Although women are a majority of Iowa students, the percentage of athletes who are women increased only from

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36% in 1990 to 43% in 1997. Expenditures for women's athletics have increased almost 8% annually since 1990. "We might feel pretty good about our progress, but we're still not at true parity," Coleman said.

Opportunism has worked. "We have a wonderful river that runs through our campus," Coleman noted. "In 1994 we introduced crew, a sport that was an instant hit and has attracted 25 varsity and 50 novice team members." Iowa also added soccer in response to the intense statewide interest.

Division I athletics programs are expensive to operate and differ greatly from academic programs in funding and participation. "In academic programs, creating equity simply meant permitting women to compete on an equal footing for the available positions. We didn't double the size of the law school, the medical school or the graduate school to admit more women," Coleman said.

"But in sports, men and women don't compete for the same spots on a set of number of teams. To have a good women's program, we need to add teams and that's a very expensive proposition," she explained. The average cost for each new sport is at least $350,000, not counting capital improvements, according to Coleman. "Just to put that in perspective, the entire general fund contribution to our Honors Program at the University of Iowa is $300,000 and it serves over 3,000 students," she said.

Cost is the big detriment

Most presidents approach the movement toward equity with good intentions. "But I have yet to encounter a state legislature which will gladly fund athletics programs (in addition to all of our academic program requests) or donors who year after year are willing to finance our non-revenue producing athletics budgets," Coleman said. "And every time I decide to fund a new sport from university resources, I'm making a difficult decision about many competing demands: new computers, classroom renovations, smaller classes, library needs, and on and on."

If only the answer were as simple as using the profits from the men's programs to fund the women's programs, Coleman said. The reality is that most athletics programs operate at a deficit; even among Division I-A schools, 52% lose money when institutional support is excluded.

Athletics Departments Profit/Loss 1995

Division	% w/profit	% break-evens	% w/loss
Div I-A	46%	2%	52%
Div I-AA	13	2	85
Div I-AAA	18	0	82
Div II/football	16	0	16
Div II/no football	10	2	87
Div III/football	2	3	97
Div III/no football	2	3	95

Coleman suggests...

"Title IX represents an opportunity rather than an imperative," Coleman said, and "we can use it to our advantage." "First, we need to stop debating whether the main revenue generating sports, football and basketball, make compliance possible. Second, we need to take an honest look at ourselves and all of our campuses to determine what progress we're making in bringing our women's and men's programs to true parity."

Coleman sees several options for colleges:

- ***Eliminate more men's sports***, a last resort.
- ***Add more women's sports***, an expensive choice.
- ***Change NCAA rules*** so women's sports can grow in financial aid and participation numbers, a solution she says "might actually improve the competitiveness of a number of women's sports and is a far more cost effective approach than simply adding more teams."
- ***Control cost escalation*** through accountability. "It is not satisfactory that the means of revenue generation and the spending of this revenue should be left to athletics alone," she said, suggesting the NCAA and athletic conferences discuss controlling costs. Ripe for cost controls may be off-campus recruiting, year-round recruiting, student-coach ratios and student participation awards.
- ***Generate funds for women's athletics.*** Many women's sports are beginning to generate revenue, and Iowa has found combining fundraising for women's and men's sports has increased support for both. "There's a pent-up and emerging interest among friends of our universities to assist in supporting women's athletics programs," she said, noting that a recent campaign to improve women's softball facilities at Iowa passed the $750,000 goal and is on its way to reach $1 million. It was the first campaign ever for Iowa women's athletics. A five-minute update on the campaign by Christine Grant to the Board of Regents inspired a regent to donate all the carpeting for the facility on the spot.

Although Coleman didn't do athletics in college, she's seen the benefits of Title IX to women, including increased participation in athletics as well as academics. "We're a better society because of the expansion of opportunity for women. And we will continue to improve our society as women take their place beside men in honing their athletic talents along with their minds," she said. "Title IX is the vehicle. Let us work together to make it a reality."

—DG

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House Refuses to Ban Admission Preferences

By a 249 to 171 vote, the House of Representatives defeated an amendment that would have banned affirmative action based on gender/race/ethnicity and scuttled approval of the bill extending the Higher Education Act. The extension, passed by 414 to 4 vote, cut the interest rate on student loans and increased the maximum Pell grant.

At University of California-Berkeley, current black students who used to hit the phones to convince those offered admission to join them there have changed their tune. Dana Inman, a Cal senior and director of the Black Recruitment and Retention Center, said she was unable in good conscience to tell the 191 blacks admitted to the 8,034 class of 2002 to come there.

Analysts expect blacks to make up less than 2% of the first year class at Cal, compared to the current 7.3%.

"We told them that it's a very hostile environment and that we're not welcome here, and they don't want us here because they're not letting us in," she said. Cal's head of black student development, Grace Carroll Massey, has decided not to help woo blacks, but instead is sending them to Stanford. She's leaving at the end of the year.

Elsewhere in the UC system, less selective campuses are admitting and hoping to welcome more minorities, especially Hispanics, to preserve the diverse ethnic background, according to *The New York Times* on May 2, 1998.

Pro Ballplayer Supports Cal Women Athletes

Saying "My little girl is two years old now, and I want her to be President or anything she wants to be," San Francisco Giants second baseman Jeff Kent plans to donate $500 for every run he drives in this year to support women's athletics at the University of California-Berkeley. If Kent continues at a pace similar to last year, his pledge will result in $75,000 for Cal women athletes.

It will fund five full scholarships for female walk-on athletes on Cal's women's softball, golf, track, tennis and soccer teams. They need at least a 3.0 average and a record of community service.

"To our knowledge, Jim Kent is the first pro athlete who is doing this type of thing, giving back to athletes, and especially for women athletes," said Kevin Anderson, assistant AD at Cal. Kent played baseball at Cal and his wife Dana was a walk-on softball player at UC-Chico.

Contributing to his donation will be Pacific Telesis (formerly Pacific Bell), J.C. Penney, and CHW West Bay Medical Group; each will contribute $100 for each of Kent's RBIs, Anderson said. The Cal department is now selecting the athletes to receive scholarships this fall, which will pay $15,000 to $20,000 per year.

Kent just signed a three year, $18 million contract with the Giants and has told the Cal athletic department to expect increased financial support. In addition, he promised to work with other pro athletes to encourage them to provide financial support for their alma maters' athletics programs.

Kent's plan could be a model for other millionaire pro athletes, virtually all of whom got their start in college athletics. Without the college programs, pro athletics would have to start outrageously expensive systems of minor league teams.

For more info, contact Kevin Anderson at (510) 643-6524.

Canadian Women Choose Higher Education

For the first time, Canadian women surpass men in choosing to attend college, according to 1996 census data. Of those in their 20s, 21% of women compared to 16% of men have university degrees. In 1981, the figure for both sexes was 11%, and in 1971 it was 3% for women and 7% for men.

Considering all degrees from postsecondary schools, the 1996 census showed 51% of women in their 20s had degrees, compared to 42% of men. Five years ago, it was 16% of women and 14% of men.

Why the differences today? Analysts disagree, of course.

- Women see academic degrees as important credentials to overcome barriers they face in the job market. Canadian women still earn only about 75 cents for every dollar men earn, similar to in the U.S.
- Due to changes in social and cultural values, the economy is moving toward service-sector jobs, which women seek. "Women perceive themselves to have equal rights to go out and make those kinds of investments in education," noted Gordon Betcherman, an economist with the Canadian Policy Research Network.
- Men still see themselves as able to get good jobs in the trades without a university education. "I think a boy can make a decent income if he is willing to use his muscles," said Chris Bruce, a male economist at the University of Calgary.
- The general upswing in education in Canada makes earning a university degree today comparable to earning a high school degree 10 or 15 years ago. In 1981, 28% of women in their 20s and 31% of men did not have high school diplomas. In 1996, the figures are 16% for women and 21% for men. Across the whole population, in 1951 fewer than 2% of Canadians held a university degree. That percentage rose to 3% in 1961, 5% in 1971 and 16% in 1996.
- Unemployment continues to correlate with low levels of education. In 1996, 18% of those without high school diplomas were unemployed, compared to 4.6% of those with university degrees.

Information is from the Toronto *Globe and Mail* on April 15, 1998.

Colorado School of Mines Prof Sues for Bias

Women are treated poorly and being driven away from the math and computer department at the Colorado School of Mines, according to a federal lawsuit filed by an associate professor there, and President George Ansell isn't doing anything about it.

Jean Bell, one of three female associate professors in her department, has been at the school since 1983. Her suit claims department head Graeme Fairchild is "personally responsible for driving out of the department several female professors and is in the process of driving out" Bell herself and another female associate professor. She says administrators are covering up the bias. She cites these examples of discrimination:

• Unequal pay, with female associate professors earning an average of $50,422, compared to $61,284 for males at the same rank.

• The department has hired only males in recent years.

• A female assistant professor was denied pregnancy leave.

• Fairweather has barraged female professors with "negative feedback" and criticism.

Bell's suit seeks an injunction to halt pay differences and force the school to hire qualified female faculty at all ranks and monitor their treatment, as well as lost pay and damages for herself. Info from the *Rocky Mountain News* on April 14, 1998.

Anita Hill Law Professorship Still Unfilled

Despite a group of Minnesota women raising $250,000 and a state matching grant of $250,000, the University of Oklahoma Law School's endowed professorship to teach about sexual harassment and bias has not been filled.

Although law school dean Andrew Coats describes the one-year delay in filling the chair as a fiscal rather than a political issue, Hill and her supporters say the delay reflects the school's conservatism. University President Davis Boren is a former U.S. Senator who voted to confirm Clarence Thomas as Supreme Court justice in 1991, despite Hill accusing him of sexual harassment at the historic Senate hearings.

Those who contributed to the professorship are miffed. "This is a sore subject for me," said Oklahoma law professor Randall Coyne, a contributor and friend of Hill's. "I care about Anita, I care about fairness and I care about my money." Oklahoma law professor Shirley Wiegand, who has donated $1,000 to the chair, has asked the university about the position twice and got no response. She left Oklahoma for Marquette University WI last year.

Hill left Oklahoma after the fall 1996 semester and is a visiting scholar at the University of California-Berkeley, where she's writing a book about sexual harassment.

Information from *The Times Picayune* on April 22, 1998.

Racist Remark is No Laughing Matter

Like airport officials who just can't take a joke about bombs and hijacking, Nebraska leaders were outraged at a Peru State College VP's suggestion that a new female faculty member wear blackface to satisfy diversity requirements.

State Senator Ernie Chambers pledged to "dismantle" Peru State College if VP David Ainsworth wasn't fired for the remark, and the state faculty union has filed a formal complaint with the administration and the state educational association.

As a result, Peru President Robert L Burns reassigned Ainsworth and then himself resigned. Ainsworth admits he made the suggestion at an April retreat for the education division, calling it a "poor attempt at humor" and apologized but refused to resign. The college trustees had asked the legislature for permission to move the college to a larger community, and have been under fire to increase its share of minority faculty members before accreditation reviews in 2000 and 2001. Reports are from the *Omaha World-Herald* on May 1 and 2, and the *Chronicle of Higher Education* on May 15, 1998

UM-D Snags Canadian Olympics Coach

Shannon Miller, who led the Canadian women's Olympic ice hockey team to a silver medal in February, will coach the University of Minnesota-Duluth team starting July 1. Miller will be the highest paid coach of a women's team, earning $70,000 a year for three years.

Despite her stature of just 5 foot 3 inches, Miller's huge presence will jump-start the new varsity team. Although she plans to recruit in both the U.S. and Canada, she said, "The fact that there are over 100 girls' high school teams right here in Minnesota just blows my mind. I think it would be better to see what kind of talent we have here in our own backyard first."

She'll see that first hand, as she coaches the UM-D club team this fall until the varsity team is in place for the inaugural 1999-2000 season.

UM-D club players applauded her selection, including Ann Nagurski, granddaughter of football legend Bronco Nagurski. Club team members hope to make the varsity team but realize competition will be tough, according to reports in the *Duluth News-Tribune* on April 22 and the *Duluth Budgeteer News* on April 26, 1998.

Political Reaction to SUNY Sex Conference Inspires Resistance to Silencing of Women

When a trustee called for the resignation of SUNY-New Paltz President Roger Bowen for defending a faculty conference on women's sexual freedom last fall, it was a wake-up call for conference organizers.

"Never in our wildest dreams would we have imagined the response, the attention we got," said Susan Lehrer, who coordinates the women's studies program, which has sponsored conferences for 20 years. Of 21 workshops on women's sexuality in "Revolting Behavior: The Challenges of Women's Sexual Freedom," two on sex toys and sadomasochism drew the ire of trustees and state politicians.

Lehrer calls the response an orchestrated attack by conservatives aimed at controlling New York's higher education, and praised Bowen for defending the principles of academic freedom and the women's studies program. After the furor of fall, leaders held a spring conference on academic freedom, which inspired a student to say, "They're taking away our right to learn."

Next year's conference will be no more circumspect, Lehrer said, since the uproar made her more aware than ever of "the way silence and the refusal to admit talking of issues that face women very directly have done damage—restricted women—in the past."

Next year's topic? "Silencing Women—Voices of Resistance" will include sexual repression, illiteracy and censorship, according to the *Chronicle of Higher Education* on May 8, 1998.

'What are We Doing Right?' Nebraska Asks

To improve their record for recruiting and retaining female and minority faculty and staff in the wake of a scathing report on lack of progress since 1991, leaders at the University of Nebraska are asking those who came and stayed why they made those choices.

The idea turns the concept of an exit interview on its ear, explained VP J.B. Miliken. It identifies the positive

aspects of the campus environment, so the school can find its strengths, rather than focusing on the negative.

A meeting between NU president L. Dennis Smith and members of the diversity committee produced the idea for the survey after participants asked what has worked well so far, and no answer was available. They hired the Gallop Organization to conduct the $30,000 survey to find the answers, beginning in April.

The Nebraska Board of Regents has made improving faculty diversity a priority, especially at the medical center, where a 1997 report showed many instances of sexual bias and harassment. Survey results will go to the diversity committee and chancellors at the major campuses and the medical center, according to the *Omaha World-Herald* on April 13, 1998.

Harvard Finally Punishes Student Harassers

It took more than a year to investigate, but the Harvard Business School finally disciplined six male business students who subjected their female classmates to a pattern of outrageous sexual harassment for most of the 1996-1997 school year.

Sexually explicit notes, unwelcome physical contact and stripping in class contributed to a "fraternity-like atmosphere" that denigrated some women students, who comprise about 29% of each first-year class of about 900.

At first the women were reluctant to complain, wanting to be seen as neither lightning rods nor party poopers, but even after their complaints the administration took more than a year to investigate and hand out what women students consider weak sanctions: counseling, community service and some prohibitions from attending graduation ceremonies—but not denial of diplomas.

Compared to the school expelling a student this year for plagiarism, the punishments seemed trivial. "I'm incredibly disappointed that the administration failed to raise the bar on this issue," said second year MBA student Christine McKay, a 32-year-old mother of three. "This is a non-tolerance issue —this is like drugs in the workplace—and they missed that."

Dean Kim B. Clark apologized for the delay in an April letter to students, faculty and staff. The school has adopted new disciplinary standards and is training incoming students on sexual harassment issues and classroom dynamics to prevent the "Animal House" behavior from recurring, according to *The Boston Globe* on April 22, 1998.

Coaches of Men's Teams Earn 43% More

An investigation of salaries for head coaches in 306 Division I schools for 1996-1997 showed coaches of men's teams earn 43% more than women's coaches at the median school. The differences ranged from 317% more at Niagara University NY to a handful of schools where women's team coaches actually earned more.The U.S. Department of Justice is investigating the discrepancies.

Football again skews the numbers, as many head coaches earn far more than their presidents. The survey does not consider add-on income like that from summer camps, TV shows or endorsements, the source of the greatest inequities, where almost all the opportunities go to coaches of male teams.

In October, the U.S. Equal Opportunities Commission issued guidelines calling for equal pay for coaches of female and male teams, provided coaches have the same responsibilities and requirements, according to the *Chronicle of Higher Education* on May 1, 1998.

NCAA Reports More Women Athletes

Females made up 39% or 128,209 of all 328,825 campus athletes in 1996-1997, compared to 37.6% last year, according to an NCAA report. The 3.4% increase in the number of female athletes compares to a 0.5% increase in male athletes. The percentage of female atheltes has increased virtually every year since 1982, when it was 30.8%

For women, outdoor track was most popular, with 15,578 athletes, followed by soccer, basketball and softball.

In all three NCAA divisions, women's soccer showed the greatest increase. Division I reported 26 more teams and 611 more athletes, Division II added 19 teams and Division III added 21 teams. Other women's spsorts gaining in popularity are softball, cross-country, lacrosse, golf, rowing, swimming and track, according to the *NCAA News* on April 27, 1998.

White Male Engineers at Wisconsin Organize

As a way to help promote diversity and relate to groups of female and minority students, a group called the Society of White Male Engineers will organize this fall at the University of Wisconsin in Madison.

The name is intended to provoke thought. "It's a shock factor," admitted founder Mark Grubis, a mechanical engineering student who at first mocked the idea of gender and racial based groups because they tend to categorize people. The more he thought about it, the more he realized the only way to connect with the minority groups was to form a group of the traditional type of engineering students: white males.

Once the shock wears off, they plan to provide tutoring and other community services, according to the *Wisconsin State Journal* on May 5, 1998.

UM-D Athletes to Reject Settlement Offer

Despite a "substantial" but confidential offer to settle a Title IX lawsuit filed by four female athletes at the University of Minnesota-Duluth, don't expect a quick settlement. The athletes claim UMD spent 78% of its budget and 82% of its scholarship money on males.

"My belief is that the women won't settle until UMD agrees to make it equitable for women of the future and the present, and until they make a reasonable offer to the women they have already damaged," said John Grandson, father of one of the plaintiffs.

Julie Grandson, a former soccer player who graduated last fall, filed a lawsuit last year claiming UMD discriminated against female athletes. Former soccer teammates Jen Thompson and Ginger Jeffrey joined her in the suit, as well as hockey club player Renata Lindahl, and recently Paula Olson and Alexandra Wongstrom joined the suit.

Saying the sides are too far apart to even discuss a settlement, attorney Steve Samborski plans to amend the complaint to include the two additional students, send out deposition notices and prepare for a November trial, according to the *Duluth News-Tribune* on May 7 and 10, 1998.

Tips for Getting the Internet into Classrooms

As faculty and students across the U.S. use the Internet for e-mail, chat rooms and research on the Web, more women are now taking advantage of it. Women increased from 30% to 45% of Internet users in fewer than five years, notes the on-line magazine *Women Today*, which predicts women will be 60% of users by 2005.

It's easiest for the young, who grew up in a world of computers. Sophomores use the Internet more than grad students, junior faculty more than full professors. Established experts in their fields often hide their incompetence with computers. "Faculty need to be treated very gently with this computer stuff. Emotionally, it's pretty loaded," said Roslyn Dauber, associate professor in the School of Journalism at the University of Colorado at Boulder.

Colorado urges faculty to use the Internet for teaching, but it's easier said than done, she said at the January 1998 Women in Higher Education conference. Only about 70 of the University's nearly 1,200 faculty reported using computers to support teaching.

The Internet as a teaching tool

Dauber uses chat rooms or newsgroups to encourage dialog outside the classroom. It's less intimidating for a student to pose a question to classmates on-line than to always ask the teacher. Discussion is more thoughtful and less spontaneous on-line than in the classroom, a factor that encourages women. Dauber also uses newsgroups to ask students questions and announce schedules.

Many professors distribute course information by e-mail or Web sites. History and archeology faculty direct their students to virtual historical and archeological sites. Language professors have their students exchange e-mail with native speakers. Engineering faculty set up simulations, demos and on-line learning games. A science professor put animated physics experiments on the Web for public schools that can't afford lab equipment.

How much faculty use the Internet depends more on age and field than gender. It's used most by younger faculty in technical disciplines, least by older humanities faculty.

Engineering faculty women use computers to archive Web materials, create demonstrations and develop educational software. One took a sabbatical to help create a totally on-line engineering curriculum. A woman scientist wrote a proposal to bring satellite data into K-12 classrooms.

Outside the sciences, one woman required her class to tour a virtual medieval village. Another discussed with her students the impact of computers on cultural diversity. Six of the most innovative and complex Internet projects at Colorado are managed by women faculty.

Gender makes a difference

Several women professors said they wanted to use the Internet in their teaching but lacked support, know-how and computer resources. Two aggressively pursued the technical support to set up their class sites. Unlike a few men, none of the women denied the potential value of computers in higher education. Women may use computers as much as men in the same field, but they relate to them differently. Schools seeking to expand Internet use among faculty and students of both sexes should pay attention to the gender differences.

• ***Taste in games.*** People who grew up on computer games use computers most comfortably as adults, and most games appeal to boys. Shunning games of violence and destruction, girls prefer problem-solving challenges, treasure hunts and opportunities to save someone over killing bad guys.

Roslyn Dauber

• ***Approach to machines.*** To most women, a computer, like a car, is a machine to be used rather than a source of fascination. Women need to see a purpose before they'll invest the time to master a new technology. And they'd rather have an older program that works than a cutting edge one that's likely to crash. "As there get to be more women users, I think the face of the Internet will become more user friendly," Dauber said.

• ***Communication.*** Women say their greatest single on-line agenda is communication with others. They want to participate in virtual communities, and once they go on-line they tend to log on often. Showing women how to connect with women's communities on the Internet may increase their comfort and motivation for going on-line. Women also like to feel they're working with the computer as a team. Computers with female voices seem more inviting.

Women need to see a purpose before they'll invest the time to master a new technology.

• ***Social learning.*** Word of mouth is the main way women students get interested in the Web. They're most likely to try something on the computer if a friend tells them, "This is great! Try it!" Instead of taking macho pride in figuring everything out for themselves, most women learn best from another human. "If as a society we decide it's a good thing to get everybody on-line, we'll need to give women more face-to-face support," she said. Some women faculty enjoy designing Web sites in teams.

• ***Insecurity.*** Women think computer crashes mean they've done something wrong. They aren't sure they can master the technology. A school seeking to expand Internet use should go out of its way to build confidence, especially among those with limited experience.

• ***Multi-tasking.*** Unlike a book, a Web site doesn't have a beginning, middle and end. It's more like wandering between elaborately decorated rooms. Women may be especially well adapted for such a non-linear environment. Research shows women have more connections between brain hemispheres and are better than men at doing two or more things at once. With good institutional support, women's skill in non-linear design and multitasking could help them design creative new uses of the Internet to support their teaching.

—SC

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Understanding Legal Issues in Higher Education

Women who aspire to high levels of campus administration must be prepared to resolve some sticky issues. As VP and general counsel at Brown University RI, Beverly Ledbetter believes women needn't shy away from jobs where they'll have to make decisions. "You can make the decisions. You don't have to be a lawyer," she said.

"It's hard to juggle budgets, give people what they want, meet institutional needs and follow the laws. It's hard, but you can do it," she told participants at a plenary session of the March 1998 NAWE national conference in Baltimore. Because women on their way up need to be knowledgeable about the legal issues they're likely to encounter, she surveyed some current legal issues in higher ed.

Why are universities responsible?

A school can find itself in legal hot water when students are harassed, attacked or offended. *In loco parentis* is dead but its ghost is still watching. Why is the university responsible? "If you don't like what I say, would you sue NAWE?" she asked conference participants.

Beverly Ledbetter

The difference is that conference participants live most of their lives independent of NAWE, while a university has a close relation to its students and faculty. The university's responsibility grows out of that relationship, which has three main roots:

1. We own the property. The university is the landlord, with students as tenants.

2. We have asserted control in some way. The institution spells out its rules in student handbooks and increasingly elaborate codes of conduct. The first day of orientation at Brown warns men against any behavior that could possibly be sexual harassment. Ledbetter sums it up as: "Don't touch, don't feel, don't breathe too close or you're out of here, boy." But students differ. Surveyed on what they liked or disliked about life at Brown, one said the biggest disappointment was not having as much sex as expected.

3. We have requested that they come here. We invite students by catalog, brochure and recruiter to apply for admission, so we have some responsibility for their well-being if they accept our invitation.

Public universities derive most of their responsibility from their relationship to the citizens who foot the bill and are entitled to education. At private institutions, the rights of students are defined more by contract as evidenced in handbooks and administrative policies.

You and the rules

"Many of the issues you will have to cope with will revolve around women. You need not be hesitant to make these decisions," Ledbetter said. You can adhere to your own standards and still resolve the issues appropriately, so long as you're deliberate and informed and you think about what you're doing. "Whatever you decide, you will be the target for criticism. It goes with the turf."

Ledbetter offered three guidelines for women leaders:

- *Know the rules,*
- *Follow the rules* and
- *Include other people in making the rules.*

You need to understand your institution's legal obligations and the rules it makes internally. "Judges every day see people who haven't seen the rules until their actions are challenged," she said. The university can be sued for negligence for either doing something it's legally obligated not to do, or for not doing something it's legally obligated to do, like prevent injury (an obligation because of its special relationship to its students). Once you know the rules, use common sense and good judgment to apply them.

Who is making the rules? "People who have a part to play in the resolution of problems should be part of the rule-making process," she said. Just as universities don't like the federal government telling them what to do, members of the university community don't like to have all the rules handed down from the president's office. The process of defining the rules needs to represent those the rules will affect. "It's side by side, not top down."

A shift in how rules get made is one reason sexual harassment has become such a complicated issue. Ten or 20 years ago we used to seek consensus. People could compare viewpoints and run suggestions by each other.

Today there's greater pressure to hold universities responsible for every offensive act that takes place in or around them. This motivates the institution to centralize both decision-making and reporting, making one person responsible for intake so there's a clear formal record in case of a lawsuit. Although a woman who's been harassed might prefer to choose who she tells about it, such diffuse responsibility puts the university in an awkward position.

For example, what if a student tells you, a staff member, "The dean makes me uncomfortable... you know what I mean. I have to dash to class now. Bye!" What do you do? You don't know whether or not she was talking about harassment. If you do nothing and the university lists zero incidents in its next report, the student may complain it can't be zero because she reported the incident to you. But you can't reasonably put every such comment on formal record; she may just be uncomfortable with the dean's nervous tic.

Someone has to make the decisions. Why not you?

Ledbetter suggests next time you see the student, ask if she'd like to continue the conversation about the dean. Her response will let you know whether to pursue or drop the matter. Once you know the rules, the bottom line is *use your common sense.*

Don't be afraid to lead

"We've gotten so afraid we'll get involved in liability that we're almost moribund. We don't want to make decisions," she said. "If you can't make decisions and cope with adversity, you can't cope with success, because being successful means having to make decisions and cope with adversity." She encourages women to develop the skills to handle high positions and the responsibilities that go with them. "Someone has to make the decisions. Why not you?"

—SC

Top Women Leaders Value Feminine Styles

When Patricia Hovis began to research leadership styles of eight women college and university CEOs, she expected to find them gender-neutral or androgynous, choosing the style to fit the occasion. Instead she found that gender expectations clearly influenced leadership styles. The most successful women presidents and chancellors capitalized on the strengths most people expect in a woman, instead of trying to act like a man.

"You can't get around the fact that when you're in that position, people are going to notice you're a woman," she said. Seeing a woman as president conjures up a whole set of expectations, most of them positive. People resent authoritarian behaviors they might accept from a man, but they're more open to collaboration than they might be if a male president tried it.

Hovis, assistant dean in the School of Graduate Studies and associate professor in the School of Education at the University of Missouri-Kansas City, told the 1998 Women in Higher Education conference that societal expectations offer women an advantage. The presidents in her study considered their gender not a handicap but a strength.

The presidents in her study considered their gender not a handicap but a strength.

Learning from men

Most of their administrative role models were men. While the women presidents valued the skills and strategies they'd learned from male role models, at the same time their images of how women would react to them colored their choice of which male leadership strategies to adopt.

They learn from the men's mistakes as well as their successes. One said the men she'd worked for had stayed too long in their position until they were finally removed. "I also learned something else from those men. They lost the supports they had and didn't see it happening, even though I was telling them... I try not to fall into those traps."

The women saw men as more confident of their own abilities and less likely to invest time in gathering opinions from others. Women are generally better at gaining consensus before they act. Strong women leaders gather input from as many constituencies as possible, while staying responsible for the final decision. They blend their positional power with the personal power of relational skills in an open, non-manipulative, team-oriented style generally seen as feminine.

Exposure to the inner workings of male politics taught the women political skills while alerting them to the destructive aspects of politics. As a new provost, one struggled to learn the source of the decisions that never seemed to get made in meetings, then found ways to influence the locker room networks even though she was barred from the locker room itself. When she became CEO on a different campus, she worked to build an open environment based on trust and participation. Her inclusive, consultative model used the political skills she's learned as a provost but set a very different tone.

Leadership persona

Outward appearances reflected the women's image of themselves as feminine. They dressed with a flair for style. Their offices featured egalitarian round tables, intimate groupings of upholstered chairs in rich, muted colors; and personal touches like a silver coffee service, large exotic plants or a tropical fish aquarium.

The women presidents' responses on a leadership styles inventory and the perceptions of others on campus didn't always match their self-image as feminine and inclusive. One with a strong masculine score said, "I still see myself as feminine. I value the intuitive sense that I have."

Apparently some did not realize how often they fell into task-oriented authoritarian styles, stirring resentment in those around them. "Although people saw them as leaders, they also saw them as women leaders and were sometimes disappointed when they stepped outside that role," Hovis said. The president with the greatest discrepancy between self-image and behavior is no longer in her position.

Why the discrepancy? Perhaps the presidents have internalized societal expectations of women too deeply to see their "masculine" side, or grown so accustomed to traditional male leadership styles that they're not aware of using them. One faulted herself as an over-achiever too willing to accept responsibilities. By treating her "masculine" qualities as weaknesses rather than strengths, she may have resolved her inner conflict between her actual behavior and her vision of how women should be.

The women presidents who keep their jobs longest and draw highest praise at their institutions take a collaborative approach to decisions large and small. There's a close fit between their self-image as women, their actual behavior and the expectations of those around them. They are politically astute in building networks of support and bringing disparate groups together. They seek feedback from many sources, not just those who agree with them. Their many admirers consider them models of integrity, free of manipulation or hidden agendas, and add in tones of amazement, "She gets things done, too!"

Being a woman is very much a part of who these leaders are. They've reached the third of Anne Wilson Schaef's three stages of women's psychological development:

1. ***Female System***: Women's identity comes from primary relationships with men.
2. ***White Male System***: Women become workaholics in pursuit of money, power and influence.
3. ***Female System***: Women come home to evolving, nurturing relationships with self, work, others and the universe.

"A woman aspiring to leadership shouldn't try to make the feminine part of herself invisible. She should cherish and value it for its strengths," Hovis said. "You can't wipe out the fact that you see the world through different eyes."

With growing numbers of strong women leaders who are not afraid to celebrate that they are women, future leaders will have more role models who show how to lead effectively with openness and integrity.

—SC

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Mid-life Faculty Women Kick into Gear as Professionals

Universities make a big mistake when they ignore mid-life faculty or rush to usher them out the door to early retirement. Research in adult psychology points to mid-life as an important time for personal renewal and growth, especially for women.

Twenty associate professors age 41 to 59 at a large Canadian university described their experiences, hopes and frustrations to Irene Karpiak, assistant professor and program director in the Continuing Education Division at the University of Manitoba in Winnipeg. Their comments supported the existence of a mid-life "switch." Women who devoted their earlier adulthood to husbands and children blossom after 40 or 50 as professionals in the wider world, while men who spent their early years building careers discover the importance of relationships.

Mid-life themes

Women voiced many of the same concerns as men but responded more often with high energy than depression:

• ***Teaching.*** Most spoke warmly about relations with their students, saying they felt "real and alive" when influencing students' lives through teaching, mentoring, nurturing and guidance. All agreed the university doesn't value this activity. The older men emphasized joy and gratification in teaching, while the women said they felt a new sense of autonomy and confidence in the classroom.

• ***Isolation.*** Women and men agreed the administration did not seem to care about them. "I was surprised how much they needed the dean or the president to acknowledge them. They still remembered every thank-you note they'd ever received," Karpiak said. While all wanted a more humane work environment and more sense of being part of a larger enterprise, the women did not share the men's deep frustration, disenchantment and alienation.

• ***Promotion.*** Full professorship before retirement was a goal for all, but it mattered more to men. Neither sex trusted the process and some still hurt from previous rejections. Some men were consumed with disappointment and betrayal; the women faculty, once they had tenure, focused their priorities on scholarship rather than promotion.

• ***Love.*** All said close personal relationships mattered most: marriages, children, grandchildren, new loves, old friends rediscovered. At the same time, family roles and personal losses drained energy from scholarly work. Both women and men wanted the school to do more to better accommodate women faculty's family responsibilities.

• ***Research.*** While the older mid-life men were discovering new joy in teaching, nearly all the mid-life women said research was their primary interest. They emphasized the importance of their research and writing as they juggled it with teaching and administrative responsibilities.

• ***Health.*** Serious illness, depression and changes of aging and menopause influence energy levels and state of mind. A cancer survivor voiced a sense of urgency about completing her book in the next two years and the challenge of staying alive long enough to do it.

Themes unique to women

• ***Career breaks.*** The women in their 50s had career histories full of stops and shifts. One switched to academics from another profession, another got her doctorate many years after her master's and a third interrupted a university teaching career to care for her children. The women in their early to mid-40s had linear career histories more like the men.

Irene Karpiak

• ***Heightened energy and commitment.*** Unlike the men who described burnout, stagnation or disengagement, the women were highly invested in their work. Newer to their positions, they felt an urgency to turn their potential into achievement before time ran out.

• ***Openness to new areas of study.*** The women were constantly broadening their scope: "In the '70s when many of us women with children were getting, or had just finished our degrees, and there were very few jobs, one of the things we did to keep ourselves going was to think in long range terms, in terms of projects, or interests, or having a folder that you could open up and get into at some future time."

• ***Sense of themselves as outsiders.*** The women expressed a sense of not quite fitting in or feeling entitled. Far more than the men, they attributed career successes to luck and underestimated their competence. Even a woman department chair said she didn't feel she belonged.

• ***Distance from male colleagues.*** While no one felt acknowledged or appreciated by the administration, women faculty also felt unaccepted by men in their own departments. They got less grooming and support, fewer committee assignments and usually less pay than men. One felt so alienated she stopped attending department meetings.

Mid-life women a treasure

Women with jagged career paths face very real institutional obstacles, but psychologically they're at an advantage. At an age where many men are winding down, women in their 40s and 50s are just kicking into gear. They're motivated and excited about their work. "They weren't even thinking about retirement; they still have a sense of themselves as novices," Karpiak said.

At an age where many men are winding down, women in their 40s and 50s are just kicking into gear.

"Women at mid-life are a treasure. They're alive, they're wanting to work and contribute," she said. This is important for both universities and individual women to recognize. "For women who have gaps in their career, even if their path is not an even one or they think they've lost ground, they have a lot to offer. A discontinuous path may not be such a disadvantage in the long run," Karpiak concluded. ■

—SC

Karpiak spoke at the Women in Higher Education conference in San Francisco in January 1998. In August, she'll become assistant professor in adult and higher education at the University of Oklahoma. E-mail her at ikarpiak@ou edu

Learning to Listen and Listening to Learn

by Diane M. Lee, Vice Provost for Student Academic Affairs
University of Maryland Baltimore County

Constant themes of "voice" and "visibility" recur in the struggle to overcome the silence and invisibility forced on the oppressed. Women in higher education face them on a daily basis. How to be heard? How to be seen? How to get things done while holding onto the values and ways of being that we treasure as women?

As a newcomer to administration, I've experienced a different challenge that has been especially hard for me and troubles me still. How to listen to others? How to understand those who speak a language so foreign to my own that their very words leave me feeling alienated?

Cultural narratives

To find out more about other women's experiences in higher education, I followed academic tradition and started at the library. What are the cultural narratives about women and leadership? Another patron pointed me to an 800-page book that claimed in 1981 to include "all the published evidence" on leadership. Chapter 30, "Women and Leadership," summarized research studies done in the 1970s. Here are some excerpts:

- "Women are seen as poor prospects for managerial positions for a number of reasons.... The factors include: (1) women lack career orientation; (2) women lack leadership potential; (3) women are undependable and (4) women are emotionally less stable." (1971)
- "The female role stereotype that emerged found the woman to be less aggressive, more dependent and more emotional. The stereotypical female leader... was excitable in minor crises, passive, not competitive, illogical, home-oriented, unskilled in business, sneaky and unfamiliar with the ways of the world." (1972)
- "Women's self-confidence is increased with the incorporation of more of the stereotyped masculine traits into their own self-concept." (1975)

Fortunately much has changed since the 1970s, but the old cultural narrative still influences the dialog. When I came to administration I had some ideas about ways to find my voice and make sure I was visible, but I hadn't expected my biggest struggle to be around the issue of listening.

How was I to listen to a language based on the cultural narrative reflected in the management literature of the 1970s? How was I to listen to the voices of women who had been in the struggle before me? How was I to listen to my own inner voice, still influenced by the old cultural narrative as well as by its critics?

Dilemmas in dialog

Scientist June Goodfield says that true scientific method is "always love.... The nearest an ordinary person gets to the essence of the scientific process is when they fall in love." Barbara McClintock, who won the Nobel Prize for her work in genetics, says of the corn plants she studies, "I know them intimately, and I find it a great pleasure to know them."

For these women scientists, knowing emerges in relationship. They are closely connected to their inquiry and to the subject of their study. The word *comprehend* is from the Latin *cum*, which means "with," and *prehendere*, which means "to grasp or pick up." To *comprehend* something is to pick it up and become one with it. People in real dialog comprehend each other; they relinquish perceived boundaries and dwell openly in diversity.

Dialog doesn't always work that way, alas, especially when it turns to hot issues that can influence budget and policy. What happens when there's miscommunication, misunderstanding or conflict? What does it mean when people enter dialog, yet choose to remain separate? How do we listen to voices that devalue what we hold sacred?

I find myself in such uncomfortable situations more and more since my role at the university has changed. Having recently assumed an administrative position, I am finding it increasingly difficult to comprehend the voices of those with whom I speak. This is my dilemma.

In choosing silence, we draw on a form of internal power that opens us to radical listening and the possibility of change.

As a teacher, faculty member and mentor, I strive to create understandings and meet my students in genuine encounter. Together we work to break down the barriers that separate our personal experiences. I often "think aloud" with them and invite them to speak unguardedly as well. Even in disagreement, our dialog is exhilarating, provocative, enhancing and enriching.

But my conversations in administration are often very different. How do I listen to those who devalue teaching and service, claiming all that matters is scholarship in the form of traditional quantitative research?

I find I want to push away those who claim that any bright person can teach, as though it required no special knowledge, no special skills. I don't really want unity with them. I don't listen to comprehend but rather to argue, to change their thinking, to alter their perspective.

How do I hear those who insist that a university is a business that should maximize financial profit, regardless of the impact on students? In this horrible climate of cutbacks and education-bashing, I find it hard to connect to those who would disband entire programs simply because they aren't "cost effective."

A few people scoff at my vision of higher education as a place to unite the whole person, body and mind, heart and soul, a place to awaken new ideas and ways of being. Hurt by their laughter, I want to distance myself from them.

The barriers I've put up succeed to some extent in protecting me from their harsh words. I retreat to my classroom, my office with its door closed or the company of my friends. But that's my dilemma. To reject and renounce those I experience as "other" alienates me as well as them.

How can I expect to be heard if I refuse to hear? How

can I expect to free the thoughts of others if I chain myself to a position? How can I expect others to do the hard work of understanding if I am quick to retreat from confrontation?

Contemplative action

In my search for a way to listen that could inform mindful action, I've found help in the writings of Thich Nhat Hanh and Parker Palmer. Thich Nhat Hanh, a Vietnamese Zen master, poet and peace advocate, wrote, "Each thought, each action in the sunlight of awareness becomes sacred. In this light, no boundary exists between the sacred and profane." We must turn not toward flight but toward lucid awareness, keeping our eyes and ears open to the other even when it's difficult. "Listen, listen," he whispers. "This wonderful sound brings me back to my true self."

Parker Palmer calls it contemplative action. Like Thich Nhat Hanh, he responds to the distant, argumentative voice by slowing down, watching closely, listening fully and holding back harsh judgment. In this contemplative posture, Palmer seeks the open spaces where meanings can be shared. Those spaces grow out of the power of our community with one another—a gift we receive, not a goal to be attained. In this way we can try to understand the other while remaining true to ourselves.

To listen is to choose silence, not to be silenced or to capitulate. In choosing silence, we draw on a form of internal power that opens us to radical listening and the possibility of change. To listen to another's voice we don't have to adopt the other's language, but we may call into question our own thinking, strengthen our resolve or be transformed.

Perhaps this is the key to being a woman in higher education. Listening to oneself ever more deliberately, ever more consciously. Listening to others in a way that might help to free us from fixed images, stale values or rigid forms of reasoning.

Perhaps this kind of listening could lead both the speaker and the listener to reinvent ourselves and the institutions in which we work. Learning to listen is one of my current challenges in higher education.

Adapted from Diane Lee's talk at the Women in Higher Education conference in San Francisco in January 1998, sponsored by the University of Texas at El Paso. Reach her at (410) 455-2859.

Syracuse Decision Offers Advice on Title IX

For the first time ever, in April a university won a Title IX lawsuit filed by women athletes, based on its successful claim of having a continuing practice of program expansion for women.

Despite having added no new women's teams between 1982 and 1995, Syracuse University NY cited a 47% increase in women's participation in athletics over the years. After being sued in 1995, Syracuse quickly added new varsity teams in 1996 and 1997 and plans to add another in 1999.

In *Boucher v. Syracuse University*, Jennifer L. Boucher and seven other female athletes sued Syracuse University in U.S. District Court for failing to accommodate the interests of female athletes and to provide equal athletic benefits to club team members.

"There is hope that if we do the right thing and modify our programs, we will be rewarded," advised Tim O'Brien, an attorney discussing Title IX case law at the recent NCAA seminar on gender equity in sports. "This case demonstrates that it's never too late to make changes, and those changes may ultimately prove to be a viable defense in a Title IX case. Syracuse recognized this and moved on it. It's nice to see a case that provides a roadmap of what we can do to avoid problems," he said. O'Brien's firm represents schools being accused of Title IX violations.

But don't count on it. The plaintiff may appeal the Syracuse case, cautioned Deborah L. Brake, senior counsel for the National Women's Law Center, based on the participation rates for compliance being measured in 1998, not when the case was filed in 1995.

Details on the *Syracuse* case

In 1995, eight female athletes sued Syracuse University for failing to accommodate the interests of female students. Seven were on the lacrosse club team and one was on the softball club team.

Syracuse University started a women's athletic program in 1971 with five varsity teams, and added two more in 1977. In 1982, it merged its women's and men's athletics programs. Between 1980 and 1982, the Office for Civil Rights conducted an investigation and determined Syracuse was in compliance with Title IX.

In the 13 years from 1982 to 1995, Syracuse added no new women's teams, but it did upgrade the women's program. It increased scholarships for women athletes, improved facilities, enhanced the coaching staff and added support services. Female participants rose 47%, from 148 to 217, while male participation rose 3%.

Tim O'Brien

After being sued, Syracuse added a varsity women's soccer team in 1996 and a lacrosse team in 1997, bringing the total to 21 varsity sports including 10 for women and 11 for men, and committed to add a women's softball team in 1999.

What the court said

Based on the evidence presented by the school, the court said it met the second criterion for complying with Title IX, a sufficient history of expanding opportunities for women athletes. It also noted the existence of formal policies to allow students to bring their interests and abilities to the school's attention.

O'Brien emphasized the importance of a paper trail of statistics to accurately portray a school's situation, and formal policies to determine students' interests. "Formal channels for students to report their interests, using surveys and consultants to ascertain interests in the feeder schools and surrounding competitive areas are also important," he suggested.

These factors allowed Syracuse to find a "safe harbor" to defend itself against claims of ignoring women's interests. O'Brien noted that without adding the new teams, the other data "would not be of much use."

—MDW

To check the case citation: 1998 WL 167296 (N.D.N.Y.) (April 3, 1998). Tim O'Brien is with the sports law group Verrill & Dana, Portland OR (207) 774-4000.

Utah School's Culture Discourages Women Leaders

When Dixie College in St. George UT reorganized not long ago, all five top academic administrative positions went to men. There's no shortage of qualified women and state policy favors working toward gender equity. So why the all-male upper administration?

Donna Dillingham-Evans, associate professor of mathematics at Dixie College and a speaker at the Women in Higher Education conference in January 1998, said the college's culture mirrors the religious culture of its environment. Mormon culture strongly discourages women from pursuing the power implied in administrative careers.

While most schools have men at the top, the dynamic at the rural two-year public college in southern Utah is different. Unlike schools with a ruling male culture and a separate, less powerful female culture, Dixie College has one dominant religious culture shared by women and men alike. Mormon faculty women accept gender-based roles or at least know the price of violating them. Non-Mormons from outside Utah get blindsided by the unfamiliar norms.

A good Mormon woman doesn't want to put herself above men, Dillingham-Evans was told by the female faculty and staff she surveyed at the college, two thirds of whom were Mormons. "We happen to be strongly influenced socially and culturally to a patriarchal society. We deprive men of nurture and women of leadership," one explained.

Every person who enters a culture changes it, and small changes can make things easier for the next person.

Cultural norms include a lack of respect, trust or support for women. "There is a fear of strong, capable women; [men] really don't know how to handle them," one said. They told her a smart woman accepts her role so she'll be humored and taken care of, if not respected.

The women at Dixie have little access to women role models, women mentors, networking, or gender-specific leadership training. Fewer than one fourth had more than one experience of a female role model, mentor or networking in their careers. Only 18% have ever had any gender-specific leadership training. Without support, women do not easily become happy, successful administrators.

The most qualified show the least interest

The older, more educated, more experienced the women are at Dixie, the less they want to go into administration. Those with doctorates said they had no interest whatsoever. Those most open to administrative careers were women with less than five years' experience and no post-graduate degree.

This differs from the broader trends identified by other researchers. She speculates that assertive women are more likely to earn doctorates, and assertive women are stigmatized in the Dixie College culture. "It seems that when a woman gets her doctorate, she kind of disappears," she was told.

Lack of support among women too

When she first took a job at Dixie College, she was surprised at the absence of the mutual support among women she'd found elsewhere. During her research she heard that "men help men; women don't [help women]," "women don't mentor" and "some women don't want to change." One said she "saw one woman climb the ladder, only to be shunned by her colleagues later."

This lack of support differs from what other researchers found in other regions. Women who believe their eternal destiny depends on certain patterns of behavior do not readily welcome challenges to those patterns. It's particularly hard on non-Mormon women like Dillingham-Evans to find no support from either men or from the Mormon majority among women.

Dangerous questions

Fear was one factor she hadn't anticipated finding. Several survey respondents left blank any questions that were worded negatively or could be construed as referring to the current administration. Some called it "dangerous" to ask why there aren't more women in high administrative positions. In interviews, several sought reassurance that they could speak honestly and wouldn't be quoted by name.

They said few women dare to speak in meetings or express themselves. Some issues did not even feel safe to discuss with friends. "The majority of women at Dixie College appear to suffer from a type of personal and professional paralysis due to the perceived power that is held over them," she concluded.

A situation at church-owned Brigham Young University in 1996 may have reinforced the fear. An English professor there lost her job for making statements deemed harmful to the doctrines of the church, even though her department had recommended her for tenure. Although Dixie College is public, it has little religious diversity and the surrounding culture pervades it. "The church is so big. How can women speak out? They are quieted when they do," one said.

Progress through small changes

Dillingham-Evans moved to Utah 16 years ago to teach at Dixie College. A homeowner hosting a garage sale welcomed her to town and asked what she did. Her statement that she taught mathematics and chemistry brought confusion and disbelief. How was it possible? Women didn't teach math and science.

Although that kind of response was common then, it's much less common now. Cultures are not stagnant, and the possibility of change brings continued hope. She stayed at Dixie College because she is content with small changes. "The people who get most discouraged are the ones who don't stay long enough to see the changes."

She advises anyone considering a job opportunity to study the local culture, and go into it without expecting to make dramatic changes but recognize the value of small ones. Every person who enters a culture changes it, and small changes can make things easier for the next person. ■

—SC

Donna Dillingham-Evans based her talk on her doctoral research at Northern Arizona University. E-mail: dillingham@cc.dixie.edu

How to Serve Women Earning Doctorates Part-Time

Professional women who pursue doctorates part-time while they work full-time jobs have different needs from young males who are full-time students. Universities don't always serve them well, Joanna Chrzanowski said at the NAWE conference in Baltimore MD in March 1998. Women take longer than men to finish dissertations and more women drop out along the way, often because they're part-timers for whom schedule conflicts, isolation and feeling devalued create overwhelming problems.

She asked 25 women part-time PhD or EdD students in education at Syracuse University about their grad school experience. Full-time teachers or administrators in public schools or colleges, most needed a graduate degree for permanent certification or tenure, or to compete effectively with men. From scholarships to parking privileges, they felt the university favored full-time students over part-timers pursuing the same degree.

The normal loneliness of the dissertation stage is magnified for part-timers who visit campus only occasionally.

Scheduling problems

Most could get to campus only in the late afternoon or evening, creating chaos for jumping procedural hoops in a 10:00 am time slot or an office that closed at 3:00 pm.

Choosing classes by timetable instead of interest or sequence made programs feel fragmented. "I find it a little disjointed, and I'm kind of envious of my peers who are immersed on a full-time basis," one said. For another, "You can't sit down and do a program, because you never know when anything is going to be offered." One did quantitative rather than qualitative research because those courses were all she could schedule.

While part-time study drags on and on, faculty come and go. One worried about finding a dissertation advisor: "They don't know me and I don't know them." The longer a dissertation takes, the greater the risk of having to change advisors midstream. And it's hard to sustain intellectual excitement over such an extended period.

"I don't know if I could continue this for ten more years." Part-time students who are also commuters, mothers and full-time professionals have no time left for themselves. "There is no life; there is no time for you. Okay, I mean a bubble bath, the one thing you may get out of life in six months." Quality of life deteriorates when there's no end in sight. It doesn't help when associates at home or work ask in disbelief if you're *still* working on that degree.

Isolation affects women more

Women learn best through human interactions, but part-time study disconnects them from the university community. They said they associated only with other part-time students. One felt unwelcome to study for qualifying exams with full-timers: "It was almost as if it were a closed club."

The normal loneliness of the dissertation stage is magnified for part-timers who visit campus only occasionally. Women who had dropped from full- to part-time at the dissertation stage felt the isolation most acutely. One felt she needed more help as she moved from course work to less structured aspects of her program, like qualifying exams and proposals: "I'm sure help is there, but I can't seem to access it."

It's hard to find out what's going on when you're cut off from the grapevine and your advisor doesn't keep evening office hours. "When you start the program, it's really amorphous," one said. "It's completely frustrating when you find out that you did it the really hard way, and somebody else was lucky enough to know somebody here, or know a professor, or have a good person on their committee."

Morning info meetings don't serve evening students. Those who aren't on campus every day may not see notices in campus mailboxes or bulletin boards until it's too late. One learned of an important event three days after it happened. "There really are two cultures at the university: the culture of full-time students, of people who are there and have day-to-day contact with the professors and know about different programs . . . and then the people that are part-time students," she said.

Women feel devalued

"I'm continually confronted with the differences between full-time and part-time students, and the difference in terms of the way the university treats them and perceives them," a part-timer said. With exceptions, faculty and administration act as if they consider women who study part-time less serious and less capable than men and full-time students.

The women felt abandoned to fend for themselves. One could find no one willing to explain the new library research technology. "Nobody advised them; they were advising themselves," Chrzanowski said.

Despite years of professional experience, they have to take introductory classes where neither the professor nor classmates have real-world experience. Few classes are structured to take advantage of their wealth of experience. Some resent spending time on busywork like writing a paper the professor won't read.

First steps

Universities can help by taking part-time women doctoral students seriously and listening ~~to their concerns~~ on:

- Orientation and advising targeted to part-timers;
- Evening meetings, social events and office hours;
- Enough evening classes for a coherent program;
- Empowerment through learning contracts;
- Course requirements geared to learner needs;
- Mail and e-mail for timely communication;
- Part-timers eligible for financial aid and parking;
- Encouraging relating theory to professional experience;
- Class discussions to sustain intellectual excitement.

—SC

Joanna Chrzanowski is a professor and chair of the English department at Jefferson Community College, Coffeen Street, Watertown NY 13601; (315) 786-2305; e-mail joanna_chrzanowski@ccmgate.sunyjefferson.edu

Help Administrators Renew by Contemplating a Legacy

During a three-day weekend retreat in March 1997, 11 seasoned administrators gathered at a fine resort to reflect on their experiences and consider the legacy they hoped to leave. By renewing themselves, they also renewed their collective commitment to the profession.

"They tapped into that original passion that got them into the field in the first place," said leader Bonnie Braun, associate dean for outreach in the University of Minnesota's College of Human Ecology and chair of her profession's leadership development council.

It's no coincidence that the Renaissance Retreat was run by and for administrators in Family and Consumer Sciences, formerly called "home ec." Dominated by women who work in male-run schools, the profession is dedicated to improving human lives as an end in itself. It focuses on human ecology, or the interaction of the individual with the family, the community and the built environment. Its practitioners spend much of their lives doing adult education, including leadership development. The field shapes their holistic vision of helping administrative leaders understand themselves in their institutional context.

Others at the "legacy-leaving" stage perk up when they hear about the Renaissance Retreat. In a presentation at the March 1998 NAWE conference in Baltimore by Braun and Sharon Nickols, Family and Consumer Sciences dean at the University of Georgia, the room's energy rose as participants began to fill out and discuss handouts.

Leaders need time out to reflect

Braun and her associates in Family and Consumer Sciences already offered training for aspiring and new administrators, but those with long experience have different needs. They know what they're doing, but are sometimes too busy to remember why. They're at the legacy-leaver stage, asking themselves questions like:

- What do I want to do with my time, energy and resources?
- Who am I doing it for: my students, myself, my school or my profession?

The Renaissance Retreat was limited to deans, assistant deans and department chairs with at least seven years of executive experience. "These people have given, given, given, and they're tired," she said. Experienced leaders don't need new information or techniques so much as time out for reflection and renewal. Set in a nurturing environment surrounded by physical beauty to integrate mind, body and spirit, the retreat had three goals:

1. To facilitate a renewed commitment to leadership.
2. To strengthen the capacity of experienced administrators to lead their academic units.
3. To help them identify a legacy they wish to leave for the profession.

High tea ritually marked the transition from everyday life into a more reflective period. There were ten women and one man, roughly the ratio in the profession. Most already knew each other. When not relaxing in the spa, they were immersed in a process of self-study guided by outside facilitators Chuck and Mary Lofty of Minneapolis.

Retrospective: looking back. In this section, the administrators completed a worksheet with six boxes, listing key factors for themselves:

- Beginnings
- Key players
- Key events
- What I learned and what it meant
- My legacy so far
- Causes for celebration.

Bonnie Braun

Participants grounded themselves in remembering things they felt good about and things they'd do differently, looking back "to learn and not to yearn." Some found they'd already done more than they realized. Some rediscovered the motives that had fueled them at the beginning of their careers.

Perspective: looking around. What trends will shape my future and what legacy do I hope to leave?

- Personal/professional trends
- Organizational trends
- Trends in the profession
- My personal/professional legacy
- My organizational legacy
- My legacy in the profession

Prospective: looking ahead. To make the vision real, this worksheet called for listing:

- Tasks to be done
- Barriers to overcome
- Choices I will have to make
- Actions I will take
- Resources and support system
- Sources of inner strength
- Timeline

Most participants left the workshop with a plan on paper and a new sparkle in their eyes.

Changing lives

You can always ponder these things on your own, but it works better in a group that understands your environment, Braun said. "You are not alone, even though you have all these pressures. You're a talented individual capable of leaving a legacy worth leaving, but to do so you must take time for reflection," she said.

In a follow-up survey in December, four nouns showed up repeatedly to describe the Renaissance Retreat experience: *renewal, relaxation, refocus* and *reflection*. Six verbs described the actions participants had taken since: *affirm, change, crystallize, prioritize, articulate* and *clarify*.

The leadership development council has decided not only to hold annual Renaissance Retreats for Family and Consumer Sciences administrators but also to offer them to other groups. The issues of legacy aren't limited to any one academic discipline. If you want help to plan a retreat for your legacy-leavers to find reflection and renewal, Braun would love to hear from you.

—SC

Contact Bonnie Braun, Associate Dean for Outreach, College of Human Ecology, University of Minnesota, 1985 Buford Ave., St. Paul MN 55108; (612) 625-1201; fax (612) 625-6285; e-mail bbraun@che2.che.umn.edu

Everything I've needed to know so far, I learned in the park...

I was one of those lucky kids who had the best of all worlds. I lived right smack dab in the city, but had a city park that was a whole block, right across Racine Avenue from my house. All the things a kid could ask for were at my disposal by just skipping across to Buchner Park, where I hung out summer and winter.

• There I could play on one of six tennis courts or use the backboard by myself anytime. Lessons were free.

• Or swim in the city's only public pool on our family membership for $10, and it had a high and low dive.

• Or buy a snack at the concession stand that was open all summer long, from 10 a.m. to 9 p.m., where popsicles were a nickel and Eskimo pies were a dime.

• Or play on the swings and teeter-totters, monkey climbers or slides that were always available.

• Or play on the huge open space in the middle that changed activities with the seasons: a kite flying spot in spring, a softball field in summer, a carnival site in fall and an ice skating rink in winter.

• Or hang out at the kid's activity center in the park's shelter, with games and arts and books and sports. In winter, it became the warming shed for the ice rink.

If a person's permanent psyche is formed by her environment, I can trace it all to having grown up in that paradise under the arched lilac trees or underwater in the pool. It was all an educational playground for me where I learned some of life's lessons, some early in life and some in which the education is continuing:

• ***Play nice or you'll have to leave.*** Repeated at meetings, parties and on-the-job, this life lesson holds that those who disrupt, dispute and disrespect raise the ire of leaders and are apt to become lightning rods for their negative reaction. I'm still working on this one.

• ***Timing is everything:*** Each of the four men's bar teams who played fast pitch softball under the lights every weeknight needed only one bat retriever, a job I coveted as an eight-year-old. I'd hang around the park entrance, waiting for the guy carrying the bat bag. I'd ask him if he needed a batboy, not mentioning that I was in fact a bat girl. (This was the '50s, remember.)

I re-learned that lesson each year. After they drained the pool, from fall to spring we could catch frogs in the remaining muck. Climbing the fence was a snap, but there was always the threat that the city police patrol would come by and kick you out with a stern warning.

• ***Money has trading value:*** My major source of disposable income was collecting empty soda pop bottles, tossed into the tall clumps of lilacs by far richer citizens. The smaller ones brought 2 cents, the larger ones were 5 cents. My father once promised me a generous allowance of 50 cents a week, which I'd calculated made 7 cents a day to blow at the concession stand, but I never was able to collect it.

• ***Sports can be fun.*** The Buchner park girl's team was where I started my softball career, as pitcher and catcher. After 40 years on the diamond, I ended my career playing right field. Seeking more action and less beer, I recently returned to playing singles tennis. I still like to believe that if Title IX had passed earlier, I could have been a star athlete.

• ***Sports can make you humble.*** A tennis court was the scene of my worst athletic defeat. Jean Oettinger was a year older, a head taller and an arm stronger, so much better a player that it's the only time I didn't enjoy a match.

• ***Use your advantages.*** Living across the street from the park meant I occasionally found softballs in our front yard, a good source of supply for me. It also meant a steady source of tennis balls, which I'd adopt and mark with three green dots of food coloring. Only after I started hitting dead tennis balls into the dog walking park next to our practice courts as an adult, did I realize the balls I'd prized as a child were probably of similar value.

When the traveling Donkey Softball game came each fall, an eight-foot canvas curtain surrounding the entire field encouraged patrons to pay the admission charge, a then-outrageous $3. There was no charge for watching it from our porch roof.

• ***Trees are for climbing***. Twin red pines flanked the limestone steps marking the park's entrance. From a perch several branches up, I could escape yet keep an eye on both my front door and activities at the park. Before *WIHE* moved to a real office, I was discussing delivery dates with our printer, using a portable phone while perched on a branch of the maple tree outside my bedroom. He heard the traffic noise, asked where I was and understood completely.

Mary Dee

Ed. note: This column was inspired by revisiting my hometown with a friend, who remarked on the park's obvious impact on my life. To celebrate my 54th birthday this month, it's helping me see who I am and where to go for the next half of my life.

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New Southern Polytech Prez Values Scientific Background

On August 1, Lisa A. Rossbacher will join an elite group. She'll become president of Southern Polytechnic State University in Georgia, one of few women nationwide to head a public engineering university, and the first in Georgia. That shouldn't shock her old friends

When Rossbacher was working on master's and doctorate degrees in geology at Princeton University in the early 1980s, friends liked to kid her, asking: "So when are you going to do some field work?"

Lisa Rossbacher

That was a little difficult, since she was researching data that NASA had brought back from the 1976 Viking mission to Mars. But she was undaunted. "I applied as a candidate with the NASA shuttle program, just to shut them up," she says. Assuming her chances were nil, she was brutally honest, and admitted to wearing glasses and getting car sick. She finished her doctorate, took a teaching job at Whittier College CA and was a visiting researcher in Sweden when NASA tracked her down and said, "We need you to get some eye tests and fingerprints."

The call launched Rossbacher, a 45-year-old dean of the college at Dickinson College PA, on one of her greatest adventures. She was one of 128 candidates NASA selected to interview from more than 5,000 applicants for the astronaut program. In spring 1984, she was poked and prodded by medics, underwent intense neurological evaluation, endured motion sickness tests and toured the space center. She passed the medical tests easily. But NASA told her she should take flying lessons, and she'd have to give up science to become an astronaut.

Her phone rang again 15 minutes later. This time it was the chair of the geological sciences department at California State Polytechnic University in Pomona, offering a tenure-track job as associate professor. She accepted.

Crossing that line

Rossbacher moved from academia to administration early in her career; she'd been at Pomona less than a year when the president asked her to head a long-range planning study. Frustrated because the only people she'd met were in her department or on her floor, she accepted. "It was a chance to see that broader perspective," she recalls. A year later she became associate VP for academic affairs.

Although she didn't follow her own advice, the new president cautions women offered administrative jobs: Don't cross over from faculty too early in your career. Rossbacher suggests those with administrative aspirations get a regular faculty position and "earn tenure the old-fashioned way." Why? "If you do your job well as an administrator, you have to break some eggs."

"I'd advise someone to carefully examine her soul as to why she wants to go into administration," Rossbacher warns. "It's hard to go back to being a colleague with people when you have made decisions on their budgets. People should not think of it as something to try for a little while."

Science background helps women leaders

Rossbacher firmly believes that being a scientist has helped her in academic affairs. She's able to relate to faculty and feels better prepared to evaluate and hire faculty, and can understand the difficulties of the research process. For example, one faculty member recently under review was having a terrible time accessing information in an unstable foreign country. Rossbacher recalled the difficulties a geologist has when the weather is poor or a property owner won't grant access. "It helps me in the evaluation process and it gives me important credibility with the people I'm evaluating," she says.

She thinks geology, in particular, may be the best scientific background, due to its interdisciplinary nature. To graduate, a geologist must take math, chemistry and biology. "There's writing, critical thinking and problem solving. All of those things students should learn in educa-

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tion, are all parts of geology."

Asked why women scientists often are tapped as presidents and key administrators, she offers several theories:

• **Scientists are more often trained in problem solving using the scientific method.** "Scientists came to the point a long time ago of realizing that no one does things alone," she says. "You have to do research and figure out how other things connect. It's useful in administration when you have to pu!l people and information together and understand that sometimes you have to reach a conclusion when you don't have all the data you want. That's really true in geology, when you can't go back 200,000 years to see what's really going on."

• **Scientists achieve credibility based on their own work and what they accomplish.** She points to English as an example of a field that is "notoriously mired in academic politics." For example, if someone chooses to study an author who's not held in wide regard, it can hold back her career. The same can happen in sociology if someone studies a certain movement or social theory; others who disagree with it may dismiss that person. "I would argue that things in the sciences are often verifiably true, and that leaves less room for the politics," she says.

If you do your job well as an administrator, you have to break some eggs.

• **Being a female scientist in fields where women are under-represented makes a woman more visible.** Although in many of the sciences women are catching up in numbers, there's still a perception that women are rare.

Rossbacher never intended to become a scientist. She started as an English major at Dickinson College, hoping to write the great American novel. But after registering for geology, the only science lab class still open, she fell in love. It wasn't hard, in a city nestled between the Blue Ridge Mountains and the Appalachians. "I love to able to walk around outdoors and understand how things work," she says wistfully, "to pick up a rock and just think about the amount of time it represents."

A rock-head at heart

Although she's about to become a college president, Rossbacher has no intention of giving up geology. She writes a column every other month for *Geotimes*, has written science scripts for National Public Radio, and continues to publish articles, abstracts and textbooks. And she and her husband, also a geology professor, are working with a team of scientists to study a dry lake along the San Andreas fault, seeking insight on recent climatic changes.

"I've put myself in a position where I'm forced to stay caught up in my field," she says. "Because I write the column, I have to think about geology. I go to professional meetings and stay in touch with people. It's a matter of not embarrassing myself in front of my other professional colleagues."

Gender not a factor to her

Although Rossbacher will be the first woman in Georgia to lead a public engineering school, she doesn't put much emphasis on her gender.

If she's been discriminated against in her career, she isn't willing to say it's because of her sex. "Can I say it's because I'm a woman? Or is it because I was born in Virginia, or went to an Ivy League college or because I have brown eyes? There can be a hundred reasons, and I don't automatically assume gender is the problem."

She says the most difficult point in her career was when she was VP of academic affairs at Whittier College. Her husband was on the faculty, so she knew many of the faculty socially. "People looked at me as somebody's wife," she recalls. "Our previous social connections sometimes got in the way of being effective." Some assumed she'd act on the job just like she did at dinner parties. Others assumed she held the same opinions as her spouse, which was not always the case. "It's a problem of being married to someone else in education and maintaining a separation between professional and social life," she says.

Now Rossbacher is looking forward to reuniting with her husband after a three-year bi-coastal marriage, when he becomes department chair of Geology and Geography at Georgia Southern in Statesboro. And she's excited about developing a higher profile for her new school, by emphasizing its assets and adding new academic programs over the next five years.

"I want to fuse the technology-based education with skills of liberal arts: team work, collaboration, problem solving and communication," says Rossbacher. "I want to combine those skills to give students the ability to learn, evolve and adapt, so they'll be prepared for their last job as well as their first job."

Meanwhile, Rossbacher will probably continue to take tap dancing lessons, paint with watercolors when she's doing field work and spend New Year's Eves at the Grand Canyon with her husband. While she may never be an astronaut, she hasn't given up her dream of writing that great American novel.

—MC

WOMEN IN HIGHER EDUCATION

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Texas to Appeal Affirmative Action Decision

The board of regents of the University of Texas System will appeal the Hopwood court decision that banned the use of race in admissions to the University of Texas Law School.

Although Texas attorney general Dan Morales declined to appeal the decision, he decided the school can retain a private law firm to do it. Vinson & Elkins will take the case free of charge; a managing partner who is a UT graduate will be a lead attorney in the appeal. The University of Texas appeal is expected to say the ruling places them at a disadvantage in recruiting minority students because other states are allowed to consider race in admissions. The case eventually may wind up with the U.S. Supreme Court, to settle the issue for colleges and universities that have become targets for affirmative action critics.

The 1996 ruling caused many schools in Texas and elsewhere to drop race-based admissions and scholarships, according to the *Houston Chronicle* on May 15, 1998.

CUNY to End Remedial Ed at 4-Year Schools

In a move that may have a disproportionate effect on women students, trustees at the City College of New York (CUNY) voted to phase out all remedial education in the baccalaureate program at CUNY's 11 senior colleges, starting in the fall of 1999 and continuing through 2001.

Since 61% of students at the senior colleges are women, many of whom are returning after a hiatus for rearing children and keeping house, the vote represents a slap in the face.

Critics see it as a political move, engineered by radical conservatives on the board as a first step to ending open admissions and downsizing the university. Those supporting the plan call it relocating remedial education to the city's six community colleges, senior colleges during the summer and private providers, where they expect more innovative alternatives to be available.

New students will be required to pass all three freshman skills assessment tests in comprehension, essay writing and mathematics, as well as other admission criteria. The resolution exempts students for whom English is a second language. CUNY has more than 200,000 degree students and 150,000 adult and continuing ed students in schools throughout New York City.

NCAA Committee Reviews Scholarship Aid

In a move designed to improve gender equity in athletics, the NCAA Division I Financial Aid committee in May discussed a proposal to reduce the number of football scholarships allowed from 85 to 75 while increasing those for women's sports. Of course, the plan has little support among the big-bucks football schools.

Charlotte West, committee chair and associate AD at Southern Illinois University, said the group asked whether a reduction in aid would harm the quality of the game. "I don't think it would," West said, but she wouldn't bet on the proposal being approved by NCAA members.

Women's scholarships would increase from 20 to 30 in crew, 12 to 14 in field hockey, 12 to 14 in lacrosse and 18 to 20 in track and field. Schools trying to provide gender equity in financial aid say they're hampered by NCAA rules limiting the number of scholarships for women athletes.

But representatives of smaller Division I schools say they'd be unable to compete with schools that increased women's scholarships. The real problem is for schools with a majority of women students, who must fund more sports for women to achieve gender equity, especially if there is a men's football team to skew the balance. As a remedy, the committee suggested letting schools offer partial scholarships in football, instead of the all-or-nothing approach now required.

Speaking at a recent Title IX seminar, attorney Tim O'Brien said the NCAA could be legally liable if its rules limit schools from complying with the law and are shown to have a disproportionate effect on women athletes.

The NCAA may be more apt to reconsider its scholarship rules and limit its exposure to expensive litigation because of two recent court decisions. The U.S. Third Circuit Court of Appeals ruled in March that associations like the NCAA are subject to Title IX and other anti-bias laws if their members receive federal funding. In another recent court case, the NCAA was assessed $67 million in damages in an anti-trust suit involving 1,900 assistant coaches whom the NCAA had limited to earning $16,000 per year.

Hazing Costs the Citadel $15,000, for Now

One of the two female former cadets who quit the Citadel after one semester and sued for sexual harassment and physical abuse has settled her case for $33,750. Although not named in the lawsuit, the Citadel paid Kim Messer $15,000 as part of the settlement to prevent her from filing a separate lawsuit.

Messer sued six cadets for negligence and maltreatment, including kicking, punching and setting her clothes on fire. One cadet settled separately and insurance companies of the other five contributed to the settlement. The other female former cadet who quit over the hazing, Jeanie Mentavlos, also sued. The report is from the *Birmingham Post-Herald* on May 12, 1998.

Whistleblower Ends Financial Aid Scam

A former assistant director of financial aid at Brewton-Parker College GA who blew the whistle on a scam to bolster the school's athletic program finally got the last laugh.

Martha Few received a $4 million settlement with the school after it fired her in 1996 for reporting a scam to divert financial aid funds from their rightful recipients to athletes on the school's baseball, basketball and soccer teams. She plans to donate more than $200,000 of the settlement to students who were victims of the scam.

Few worked with the U.S. Department of Education, which contended the school defrauded the agency of more than $2.1 million in 1,871 claims from 1992-1996. The Department of Justice will receive $3.2 million of the settlement for its work. Few, who is 58 and unemployed, said she will keep only $150,000. She also settled a wrongful termination suit with the college for $140,000.

Brewton-Parker, a small Baptist college that won the National Association of Intercollegiate Athletics baseball

championship last year, also is under investigation by the group, according to *The Atlanta Journal-Constitution* on May 16, 1998.

In another complaint of financial aid dishonesty, a former student at the University of Wisconsin reported finding a discrepancy in her student loan bill. During one semester, she had planned to attend school and a financial aid check was sent to the university. Since she didn't enroll, she didn't pick up the check. When she later investigated her total indebtedness, she discovered it included the amount on the check. The signature on the back of the check was not hers. "If this is happening to me, I wonder how many other students it's happening to, and who got the money?" she asked.

Do Professional Practitioners Need PhDs?

As schools try to upgrade their images and require even their professional professors to have a PhD for tenure, journalism faculty at Florida A & M University are feeling the squeeze.

Hired in an era when professional experience was valued as much as a PhD, Gloria Horning lost her bid for tenure after President Frederick S. Humphries changed the rules this year. A popular assistant professor of broadcast journalism, Horning received a unanimous recommendation for tenure by her department and a university committee.

Supporting Professor Horning is Robert M. Ruggles, dean of the journalism school, who wrote to the provost: "I am unwilling to sacrifice our rising standard and what makes us good on the altar of the PhD, especially in view of the complete unfairness of the present course of action." The faculty union has filed a grievance.

Journalism faculty say they believe the plan is shortsighted. "I've never met a public relations professional with a PhD," noted assistant professor Joe Martin, a first-year teacher of public relations. "If it were to make a better teacher—if it would help my students—I would do it. But I don't see how it would help." The report is from the *Chronicle of Higher Education* on June 5, 1998.

Northeastern U. Gymnasts Fall for Title IX

In a move duplicated on countless campuses, Northeastern University MA has cut its championship women's gymnastic team. Again. The team was first cut in 1996-1997, then reinstated this year to boost the number of female athletes at Northwestern. Now it's on the chopping block again.

As colleges struggle to comply with the letter of Title IX, they're adding new, big-roster women's teams in soccer, softball, crew, track and cross country, while cutting smaller teams that don't substantially boost the numbers of female athletes. Nationally, the number of women's gymnastics teams has dropped from 200 to 92 in the last decade.

The Northeastern women's gymnastics team has only 12 or 13 members, produces no revenue, requires expensive equipment and insurance, uses scarce gym space, fails to contribute to racial or ethnic or economic diversity among athletes, has no strong alumni support, gets little press coverage and has weaker competition as other teams die off.

Critics complain that schools are just going for the numbers, not doing the right thing by women athletes. "It raises a very questionable double standard, because that has never been the basis on which men's sports are measured," said Donna Lopiano, head of the Women's Sports Foundation, a national group monitoring gender equity in sports. Information is from the *Boston Globe* on May 11, 1998.

Prof Asks Students to Test Welfare Policies

Only six of 33 female students at Stamford University AL assigned to apply for welfare payments as part of a sociology class were able to even obtain the applications, their teacher reported.

Jo M. Dohoney, assistant professor of sociology at Stamford, asks students each year to do "field work to stretch their eyes a little wider... and witness possible social inequities," she said.

Other students in the class got inaccurate information about eligibility requirements, were publicly grilled about personal information, were required to have their child's social security card in hand when requesting the application, and one was even chased through the parking lot by a human resources worker who believed she'd taken an application from the office.

Professor Dohoney, who is executive director of Alabama Poverty Project Inc., said she's concerned that area public employees are discouraging people from applying for welfare in order to beef up the state's welfare-to-work numbers. *The Birmingham News* reported on May 12, 1998.

St. Cloud U. Athletes Sue for Hockey Now

Refusing to wait two more years for varsity hockey, two students at St. Cloud State University MN have filed a federal suit for being denied the chance to receive atbletic scholarships. Lisa Marie Olson and Sondra L. Diaz-Arntzen are seeking compensatory damages in the class action suit as a result of the school violating Title IX, the federal law requiring gender equity in educational opportunities.

Spokesperson Barry Wegener said the school plans to start a women's hockey team in the year 2000. "The reason we have the year 2000 as a starting date is to raise the appropriate amount of money and hire a coach, an assistant coach and make sure we have the appropriate facilities," he said.

Eight to ten schools in the immediate geographic area plan a women's varsity ice hockey league by 1999. St Cloud has an outstanding skating facility on campus featuring two Olympic-sized rinks and eight locker rooms as big as most classrooms. The report appeared in the *Saint Paul Pioneer Press* on May 20, 1998.

NILD Taps Carrole Wolin as Exec Director

Carrole Wolin, director of professional development for the American Association of Community Colleges, will become executive director of the National Institute for Leadership Development (NILD) starting August 15.

NILD conducts week-long institutes and other programs to help women administrators and faculty in community colleges improve their leadership abilities. More than 3,500 women have attended the leadership institutes since they began in 1980.

Wolin will assume the post formerly held by Carolyn Desjardins, who died of cancer in July 1997. Nancy Schwede will continue as director of the institute.

Summer Seminar Injects Ethics into Hood's Curriculum

Preparing women for global leadership was the topic of the first faculty seminar in a three-year program to instill ethics and public policy into the curriculum of Hood College MD. A Teagle Foundation grant is helping to sensitize classroom teaching to global issues and perspectives. Women's and non-Western issues are woven in, because traditional disciplines tend to overlook both.

The three-year goal is to reform the curriculum at the women's college, then establish a center for public policy and ethics. Three annual two-week summer seminars welcome faculty members in every discipline, who get a $1,000 stipend to attend.

A panel presentation at the March 1998 NAWE conference in Baltimore featured Ann Boyd, dean of the graduate school and professor of biology, and the three 1997 seminar leaders: anthropology professor Purnima Bhatt, psychology professor Linda Bosmajian and economics assistant professor Ruth Obar.

A conversation across disciplines

The first summer's seminar convened 21 of the college's 75 full-time faculty in one room. "We got together for two weeks and had a conversation," Boyd said. "I think we know intuitively that we need to have more interdisciplinary dialog and we don't do it enough." The seminar revolved around five topics:

• ***Women and leadership.*** Bhatt, who had spent a semester at the University of Maryland's leadership academy preparing the seminar, compared a leader to a midwife who helps a woman give birth to a healthy baby. The leader-enabler doesn't impose her own ideas, but instead helps ordinary people articulate and fulfill their dreams.

Leadership can be formal or informal, top-down or grassroots, transactional or transformational. It's a dynamic process involving not just the individual leader but the interplay among leader, followers and situation. A film about Eva Peron stimulated lively discussion about whether she was a good and effective leader. Are women leaders different from men? Should they be?

• ***Women and power.*** It's important to distinguish between power and authority, Bhatt said. Women are usually excluded from positions of authority but wield informal power through bedroom politics, healing, religion and grassroots leadership. To include the concerns of women, any study of power in Western and non-Western cultures needs to look beyond those in high political office.

• ***Women and economics***. Obar said women do most of the work in developing countries. They cook, plant, get water and chop wood. But most economic analysis and cost-benefit models ignore everything outside the cash economy. Nurturing and caring don't count toward GNP. We need to examine not only how economists value women, but how we value ourselves; female entrepreneurs in the U.S. don't often pay themselves a salary, just wanting to share their new product with others.

• ***Women and education***. Education is an important avenue to personal success. To evaluate women's access to education, we have to look at both formal and informal systems, Bosmajian said, with informal education playing a larger role in developing countries. Role models can be as important as formal academic structures; one study found the more women professors at a college, the more likely its women graduates are to earn doctorates in science.

• ***Women and the environment***. Although men often head environmental movements, women have made the greatest strides at the grassroots level. They're deeply invested in life and their children's future. Women in Kenya plant trees so their children will have something to chop for firewood. Women in the Himalayas hug trees to stop big corporations from cutting them down. Women have led efforts to clean up toxic waste so their children won't get sick.

Fuzzy but powerful impact on the curriculum

Two weeks of intense faculty discussion raised consciousness in a way that's hard to quantify. Boyd compared the program to a virus: You can't see it, only its effects. "You can't say exactly what you've learned. You're over-saturated, yet you don't want it to close. It's a challenge to let it affect how you teach your classes," she said.

In December the university administration asked participants how the seminar had changed their teaching and scholarship. They reported:

• New ways to get students to participate in class.

• Student teams assigned to choose the day's topic.

• Expanded reading lists including women and information from developing countries.

• Topics branching out from the local to the world.

• Awareness of the need to read and interact outside one's own discipline.

• An interdisciplinary course created on the sociology of the environment.

• Mathematics/sociology collaboration on recruitment and retention of women in math.

• An economic study of local women entrepreneurs.

• A program to let students do projects in the community, jointly sponsored by social work and psychology.

The grant also funds related faculty sabbaticals. Bhatt plans a sabbatical in Southeast Asia to study women grassroots leaders.

Political scientists leading the 1998 summer seminar are concentrating on the global effects of US public policy. Next year's seminar will focus on science and ethics, with questions like the meaning of informed consent in medical field tests or the effect of Western technology on health care in developing countries.

"There is no universal ethical theory, and there's growing debate about whether the Western model of individualism is a workable basis for global discussion. Women's ways of thinking about ethics aren't adequately recognized in the curriculum," Bhatt said.

—SC

Women's ways of thinking about ethics aren't adequately recognized in the curriculum.

Phone Bhatt at (301) 696-3723 or e-mail Boyd at boyd@hood.edu

Will Title IX Create Gender Equity in Sports Soon?

With emotions ranging from elation to outrage, administrators and athletes are witnessing a parade of court decisions and governmental edicts on complying with Title IX, the amendment to the Education Act of 1972 requiring gender equity in education.

Reactions by schools range from head-in-the-sand "Let's study it more," to adding some sports and dropping others, to Brown University spending an estimated $5 million to fight an adverse appeals court decision.

How's a savvy administrator to plan for the next century? For answers, the NCAA Title IX seminar in May offered a panel on Title IX in the 20th Century:

- **Arthur Bryant**, executive director of Trial Lawyers for Public Justice, a national public interest law firm specializing in precedent-setting litigation, including the first Title IX lawsuit (*Haffner vs. Temple University*) and the most prominent (*Cohen vs. Brown University*);
- **Stephen Erber**, AD at Muhlenberg College PA with 15 years in athletics administration and a former wrestler;
- **Christine H.B. Grant**, women's AD at the University of Iowa since 1973, consultant to the U.S. Office for Civil Rights and expert witness in athletics bias lawsuits;
- **Nancy Hosghead**, a 1984 Olympic swimmer and past head of the Women's Sports Foundation, now an attorney with the law firm Holland & Knight LLP.

Prominent Trial Lawyer on Title IX

At age eight, **Arthur Bryant** learned of the power of women. He played softball with his three older sisters, and was forbidden to hit them. After complaints, he was allowed a "no holds barred" fight with his 12-year-old sister. "She picked me up, threw me down and sat on me," he reported, giving him eternal insight into the physical competence of women.

Arthur Bryant

"Given the opportunity, women have every bit as much interest and ability in athletics as men. That's the lesson that will come from all this," he said.

Now head of the public interest law firm that has won many prominent bias suits by athletes, Bryant believes, "Schools that don't want to provide gender equity will come up with any excuse you can imagine." He cited cases he won at Oklahoma, UCLA, Amherst MA and Brown University, which he said spent "more than $5 million to save $64,000" and "it's not over yet" because they haven't gotten his bill.

"Title IX is not about treating women better. It's about equality," he cautioned, recalling that Brooklyn College eliminated sports entirely rather than provide gender equity. Bryant predicted Title IX will bring progress toward gender equity, but too little and too slowly, including:

- More playing opportunities for women athletes.
- More funding for women athletes.
- More salary and benefits for coaches of women's teams.
- Continued excessive expenses for men's football and basketball.
- Continued blame put on Title IX that is really due to schools' priorities for spending.
- More lawsuits if schools try to cut or downgrade a women's sport.
- More lawsuits over gender inequities in financial aid, funding and coaches' compensation.
- More lawsuits against the NCAA unless it changes its rules on financial aid.
- A lot more litigation at the high school level.

AD and former athlete

As AD at the small, private, liberal arts focused Muhlenberg College, **Steve Erber** finds it hard to comply with Title IX without eroding men's athletics.

With a student body of 1,700 that's 53% women and an incoming first-year class that's 60% women, he sees too much emphasis on the proportionality aspect of compliance. He finds the other two parts of the test, continuing expansion and accommodating athletes' interest and abilities, "more elusive and difficult to establish."

Steve Erber

With a budget of $250,000 for a 20-sport program, Erber sees little chance to reallocate resources. "The current situation allows schools to be in compliance with Title IX without adding opportunities for women," he said, "which sets the possibility of forever lowering the benchmark" by eliminating the chance to play a sport for some male students.

Lawyer and former athlete

Now a lawyer in a firm that represents schools in Title IX litigation, **Nancy Hogshead** attended Duke University on a full athletic scholarship as a result of Title IX.

She's found some schools seek gender equity in sports because "it's the right thing to do," some use delay tactics like choosing to "study it some more," and some continue to do nothing at all. Despite claims to the contrary, Hogshead believes "Sports departments are not run like businesses." She cites these major differences:

Nancy Hogshead

1. Businesses are self-sufficient. Athletics departments can't exist without large subsidies from the school.
2. Businesses don't pit one division against another, like some athletic departments do with different sports.
3. Businesses don't expose themselves to liability, including the huge expense of litigation in bias suits. An us-vs.-them conflict on campus has enormous negative effects, she said, and "tears apart the fabric of the university."
4. Businesses are tough on those guilty of bias: "In business, if you engage in sexual harassment or discrimination, it's a career stopper," she said.

Women's AD and Title IX Expert

As the nation's most prominent expert witness in Title IX litigation, **Christine H.B. Grant** predicts females will reach proportionality in athletics early in the 21st century, because:

- **More parents of talented female athletes** are de-

manding equal opportunities for their daughters.

• **Women are just as interested as men in sports,** and will continue to eagerly fill the additional slots.

Christine Grant

• **Courts have clearly demonstrated they'll rule in favor of women college athletes** who file lawsuits. Schools have a choice: "Allocate monies to female athletes, or allocate monies to lawyers and then be required to allocate monies to female athletes."

• **High school students are filing lawsuits,** and several have quickly been settled out of court, which she predicts will increase in the next few years.

• **The Equity in Athletics Disclosure Act (EADA)** of 1996 will profoundly affect equal opportunities for women, perhaps as the primary incentive to reach equality. Just as schools ranked high in support of women athletes have enjoyed national publicity, so those at the bottom are seeing an adverse effect on their reputation and recruiting.

Funding is sure to be a concern, Grant says, because the current financial picture doesn't look good. Comparing NCAA data on expenses from 1992 and 1997, it's clear that the financial gains women made were more than offset by escalating expenditures for men, especially in Division I.

Changes in Athletics Dept. Operating Expenses

	1992	1997	Change
Division I-A women	$263,000	$663,000	+$400,000
Division I-A men	1,049,000	2,429,000	+1,380,000
Div II women	73,300	91,500	+ 18,200
Div II men	190,470	177,500	- 12,970
Div III women	56,120	73,400	+17,280
Div III men	122,400	127,200	+ 14,800

-from NCAA surveys

Data on Division I teams also shows a great gender imbalance in participation and expenditures.

Gender Equity Comparison 1992 and 1997 for Div. I

	1992		1997	
	female	male	female	male
Participation	29%	71%	34%	66%
Athletic scholarships	28	72	34	66
Operation budget	20	80	21	79
Recruiting budget	16	84	25	75

Intercollegiate athletics departments continue deficit spending, and that troubles Grant. In the latest NCAA financial report, 52% of Division I-A teams report a deficit, the average being $2.76 million.

Crisis means an opportunity

Asked if the female sports culture should duplicate that of males, with violence, gambling and agent abuses, Grant asked: "Why would we duplicate insanity?" Instead, the growing fiscal crisis for college sports "spinning out of control" presents a chance for the nation to stop and consider "What kind of a campus sports culture do we want?"

Last year Grant called on the NCAA to create a blue-ribbon committee from the board of directors to recommend truly significant reforms in all intercollegiate athletics programs to:

• Lower current expenditures in major areas

• Reduce deficit spending

• Free money for equal opportunities for women

She continues to believe such a committee should be created, and also suggested individual states could provide:

• **Tuition waivers,** like Illinois and Washington

• **Direct support of women's athletics,** like Minnesota

• **Matching fund support,** like Florida

• **Return the state sales tax on women's events,** like Utah

Grant also expects more women coaches and athletic administrators; in 1972, more than 90% of women's team coaches were women, compared to only about 48% in 1996. Since schools recognize the value of diversity to enrich a culture, they'll be expected to demonstrate the same diversity in providing equal opportunities in the coaching and administration.

Women bring something special

"I believe that women bring something special to sport," Grant said, citing the Association for Intercollegiate Athletics for Women (AIAW), which practiced a feminine model of intercollegiate sport in the 1970s. "The AIAW built its policies and rules around the values of sport to the student-athlete, values of personal development, fair play and equal opportunity," including a student-athlete's Bill of Rights and procedures for almost universal participation in post-season competition. And, its programs were educationally sound and fiscally prudent.

Grant called the feminine model of sport "a more compassionate, cooperative, development-based approach that could create a change of direction in intercollegiate athletics, away from the disquieting problems that have beset some men's programs over the decades." Problems she sees include excessive demands on student-athletes' time, an overemphasis on winning, a preoccupation with revenues and commercialization, and enormous financial contracts for coaches.

Changes will result when women have more influence on athletics, Grant believes, just as change occurs when women get more influence on politics and the professions like law and medicine.

Women can change sports model

Similarly, Grant noted women are beginning to influence NCAA policies, especially in student rights and welfare. "I believe we in sport can change the direction in our profession, and we can change the style of leadership within sport," Grant said. "But the change in values that creates that style is likely to occur subtly, cooperatively and slowly, certainly never by edict or power-play.

"While the slowness is frustrating at times, I believe such change has the best chance to take root and endure. By granting women equal access to playing and governing sport, we not only fulfill a legal and moral obligation, but we create winds of change that can significantly improve the experiences for all student athletes, both men and women," Grant said.

—MDW

Ed. note: Grant's predictions are starting to come true. A member of the Washington Capitals hockey team left after the first game of the Stanley Cup finals for the birth of his second child, with the coach's blessings. And a pro football player reported to training camp several weeks late so he could coach his daughter's softball team to the end of its season.

Michigan State Creates 'Safe Place' on Campus

Thousands of 18 to 21 year olds leave home every year to live on campus. They want to learn, and to be independent. Their parents want them safe. If you're a university official interested in keeping their tuition-paying parents happy, you downplay or outright ignore statistics on relationship violence. The fact is, it happens. And few universities are equipped to deal with its victims.

Holly Rosen, director of the Safe Place domestic violence shelter, says most schools don't want to admit the problem exists. Hers is the only shelter in the country run by a university: Michigan State University (MSU).

Holly Rosen

First Lady leads the collaboration

In the fall of 1993, MSU challenged the status quo by breaking the silence about relationship abuse on campus. Joanne McPherson, wife of the university's new President M. Peter McPherson, independently assessed the environment at MSU, which has the country's largest residential student body of about 20,000. With students in 23 residence halls and three apartment complexes, she quickly concluded the issue of relationship violence needed attention.

McPherson brought representatives from the area's homeless shelter and domestic violence shelter together with university staff from student counseling, residential life, housing and police departments. She asked: Does relationship violence exist? Is there a need for services on campus?

The group looked at studies showing 25 to 30% of the college-aged population had encountered some relationship violence. "While that didn't mean that 25 to 30% of our student population was experiencing violence at the present time," notes Rosen, "it did indicate a possible unmet need on campus." The local domestic violence center was eight miles from campus, and it turned away more than 200 women each year, many of them MSU students. Examining research and experience along with police reports, the group decided action was needed. With a challenge from the president to have a program operational within three months, they began a planning process.

That was in the spring of 1994; Safe Place opened in June. Rosen attributes the quick action to the collaboration of the people on the planning committee, and the First Lady's strong support. MSU donated the 12-bed shelter facility, along with ongoing maintenance and utilities. Rosen, who directed the local domestic violence shelter, became the facility's interim, part-time co-director and the permanent director seven months later.

Funding is collaborative, too

The shelter gets funding, deliberately, from both the university and the community. When MSU trustees first offered a three year plan, Rosen strongly advocated ongoing financial support. "It sends a message to the MSU community that the board is behind us," she says.

Today, MSU provides $60,000 annually, with additional financial support from the local United Way. Local police donated state-of-the-art alarm systems, including silent, portable alarms that residents can carry with them to class.

Administratively, Safe Place is in the office of residential life. Rosen works with 20 to 30 volunteers to provide advocacy and support services, along with community education programs. This year a part-time outreach worker will develop programs aimed at fraternities and athletes.

Since opening, the facility has served more than 100 women, mostly married students and staff, whose average stay is 37 days. The shelter is not a top priority for undergraduates; it's easy to crash with a friend for a few days if you're single. But for married students with children, the shelter has proven to be the only safe option.

A unique expression of campus mission

While Rosen admits it's unique for a college campus to house a shelter, she firmly believes it's the right solution for MSU, given the size of its residential student population and the inadequacy of local community resources. Does she recommend shelters for every university? "Of course not," she says, "but at a minimum colleges and universities should have a domestic violence coordinator on staff, part-time." Using a student counseling service isn't sufficient, because of the unique victim-blaming that occurs when domestic violence victims work with professionals.

The shelter gets funding, deliberately, from both the university and the community.

"The professionals often don't get it," asserts Rosen, "They ask the victim 'Why don't you just leave?' They don't understand the fear and terror involved." Teaming up with a sexual assault program could also provide the needed expertise, she notes, given the overlapping issues faced by both populations.

Universities should also have a system to provide information about and transportation to area shelters. Many students have an "if it's not on campus, I can't get to it" mentality, due to realistic barriers such as lack of a car or lack of knowledge about the off-campus community. Better yet, schools could set aside a bed in a residence hall as needed, not that difficult a step for most schools, she adds.

Is giving shelter the right business for a college to be in? Rosen thinks so. "Our goal is to keep students in school until they graduate." Many students, faced with "the terrifying fear of assault, simply drop out. They stop doing the work, they stop going to classes. They drop out and no one knows why." With the support of Safe Place, students can attend classes, press charges if desired, and pursue an education in a safe environment.

The biggest obstacle isn't whether or how to start a program; it's finding university officials with the guts to admit the problem exists, and the willingness to face parents—and the student body —with the facts.

—DJ

Contact Holly Rosen at MSU's Safe Place (517) 355-1100, ext. 2.

Conflict Challenges Women Directing Campus Counseling

By Carol A. Couvillion, counselor
University of Southwestern Louisiana

My interest in female campus counseling center directors comes from my desire to become one. Planning this career move, I wondered what challenges and obstacles awaited me, so I interviewed four women who are counseling center directors. I learned they encounter many problems similar to those of other women administrators, and some unique ones as well.

Although the four women worked at different universities in various regions of the country, each reported a similar situation. I asked each to describe: her experience being a woman counseling center director in a university, her perception of a woman's role in an administrative position compared to a man's role in the same position, and any problems she encountered because of gender.

They unanimously said women administrators in university counseling centers were expected to be warm, empathetic, and non-confrontational at all times, a stereotype with an inherent conflict.

Can a nurturer be a leader?

First, all women are expected to assume that stereotyped role anyway. Second, the counseling profession tends to attract people who possess these qualities to a high degree. This perception creates a problem when women administrators deviate from the stereotype in order to do their jobs: make and implement policy decisions, and try to persuade other administrators and staff to accept their roles.

The problem is magnified because despite more women being counselors, more men than women are counseling center leaders, suggesting men are seen as more effective administrators. I wondered "How does this stereotype prevent women from advancing in their careers?" and "How can women overcome this stereotype?"

In *Powerful Wisdom, Voices of Distinguished Women Psychotherapists*, Nevels and Coche find socialization as females creates a unique set of problems for women administrators. Traditionally, women have been socialized to assume the roles of caretaker and nurturer at the expense of their self-care. Women in positions of power find themselves having to "unlearn" certain behaviors, such as being passive and fearful, doing for others and enabling.

They must also accept the reality of their power to be successful administrators. Many women receive mixed messages about power: "Women may be powerful, but don't overpower men." Societal standards encourage women to be powerful in some situations, but not others.

In the counseling profession, the conflict for women is clear. The same qualities that make women effective counselors, such as empathy, nurturing, and awareness of emotions, may hinder them in administrative roles. It's even more poignant when women directors in university counseling centers often must assume caseloads as well, creating the double role of therapist and administrator.

Women learn to accept power

For some women, assuming an administrative position requires a great amount of self-esteem and self-respect to overcome the learned passive, reactive roles. One director said this dilemma helped her to learn about herself and challenged her to overcome her biggest fears, such as the fear of rejection and the fear of failure.

Carol Couvillion

Another said she had to learn how to develop a "thick skin" to deal with male administrators and staff. Instead of learning to overcome traditional passive roles, she learned how to "play the game." This suggests her administrative style came from learning how to conform to the male norms of administration, thus perpetuating the "good ol' boys" standards.

How do women balance their traditional female qualities with the qualities expected of an effective administrator, such as being confrontational and assertive? Should we even try to conform? Perhaps the solution is learning how to exercise power and authority in ways that complement our personalities. This solution challenges women to step outside of themselves and experiment with different roles, which can be very uncomfortable.

By taking pride in our accomplishments and working to overcome the fear of success so often taught to females, we can reduce the stress associated with ascending the career ladder. Women administrators can diligently pursue the training and experience that help to increase their self-confidence, which is fundamental to success. One center director said publishing and teaching in the university system helped her gain credibility with her colleges as well as increase her self-confidence.

Perhaps the solution is learning how to exercise power and authority in ways that complement our personalities.

Anticipate and strategize on obstacles

To be successful, administrators must be prepared to deal with obstacles, by knowing what to expect and devising strategies to handle them. In addition, women should be aware that their traditional female qualities are not all bad, and that using them can be an advantage. All four women I interviewed agreed that success meant valuing their power.

Leaders are recognizing there is strength in the "feminine" qualities of intuition, caring, and responsibility towards others, just as there is strength in the "masculine" qualities of competition, assertiveness, and ambition. We need all of these qualities for success.

From a paper Carol Couvillion wrote for a class on race and gender at the Louisiana State University, where she's working on a PhD in higher education.

Experience Validates Women's Choice to Lead from Center

There's an incongruence between how we prepare women for leadership and what women actually experience as leaders. That's why assistant education professor Judith Aiken and colleagues designed a two-week "Women in Leadership" seminar at the University of Vermont last summer, based on questions concerning women's leadership experiences:

1. What have been your pathways to leadership?
2. By what standards have you been judged as a leader?
3. How does being a woman influence leadership?
4. Around what center do you construct your leadership?

"Much of women's leadership is defined by our experience. We can't always find ourselves in the books, because the books are written by men and men's experiences are different," she said. Where men depict leadership in terms of platforms and ladders, women more often visualize a web or network of connections with themselves as facilitators at the center. Women's ways of leading bring values of connection, collaboration, caring and empowerment to the organizations they lead.

A paper by Aiken and doctoral student Barbara Martin appears as a chapter in *Women as School Executives: Realizing the Vision*, published by the Texas Council of Women School Executives (1998). In that chapter and a related talk at the March 1998 NAWE conference, they suggested ways leadership training can affirm women in leading from the center.

Women's way of leading is a legitimate way of supporting other human beings and organizations to do good things.

Start from experience

Personal experience offered a rich starting point. Seminar participants came from all over Vermont: public school administrators, human service agency staff, doctoral students and a few from the world of business. Although they'd moved in and out of a variety of leadership positions, formal and informal, they'd rarely been invited to look to their own experience to learn about leadership.

Precisely because women's experience doesn't match male norms, it's all too easy to lack confidence in what we learn experientially. "As women we always feel there's some standard out there we have to meet." We need to trust ourselves when our styles don't fit male leadership models. "Women's way of leading is a legitimate way of supporting other human beings and organizations to do good things."

Validate by women's scholarship

Required seminar readings included *The Female Advantage: Women's Ways of Leading* (Sally Helgesen, 1990) and various essays and research studies by and about women. The readings were organized around paired topics: voice/silence, responsibility/rights, power/collaboration, top-down/relational, public/private. Participants were surprised that so many women have written about leadership; to their delight, it resonated with their experience.

Creative writing, dramatic presentations, artistic or visual representations and "free writes" drew on intuitive understanding as a basis for integrating intuition with formal knowledge. With left and right brains that are less rigidly separated than men's, women have many ways of knowing and seek connection among them.

During the two-week seminar participants drew on a range of memories and senses. Through discussion and reflection, they explored the connections between their intuitive understanding, their leadership experience and the research about women described in the assigned readings.

Validate in dialog

In follow-up interviews, many said they'd found the greatest meaning not in the readings or exercises but in the relational dimensions of the seminar. They treasured the power of dialog among participants and faculty. For some it was a novel experience to hear their personal reflections taken seriously in a classroom setting.

Several mentioned the power of watching four seminar co-leaders model collaboration described in seminar readings, discussing various sides of an issue instead of presenting one "right" answer. They created a safe environment to think aloud and express feelings.

Construct the centerpiece

"Imagine a lovely table set for a holiday meal. Many people use a centerpiece to pull it all together," she said. Every centerpiece is a unique and beautiful creative expression by the hostess. To complete the seminar, each participant constructed her own "centerpiece" of leadership. Like a festive table setting, a woman's leadership gets its unity from the artistry at the center.

The final presentations used poetry and visuals as well as description to portray what lay at the center of each participant's leadership experience. For example:

- *"In the center of my leadership philosophy is a need to communicate openly and broadly, to celebrate differences and to plan and prepare for the future."*
- *"The center around which I construct my leadership is to know that my work is making a difference in someone's life, and/or making the community a better place."*
- *"My centerpiece of leadership is less about being a leader, and more about being me."*

Beyond the last day

When the two weeks ended, the women weren't ready to leave; Aiken hopes the next seminar lasts longer.

The end was only a beginning. Follow-up interviews found some participants are continuing to read about women in leadership. (How many traditional management students continue reading after the final exam?) They're also passing along some readings to friends and colleagues, both female and male.

—SC

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Lesbian Administrators Make Deeply Personal Choices

You've just been appointed to a dean's committee. If you let the group know you're a lesbian, they may hear everything you say in terms of their stereotypes instead of listening to you seriously. On the other hand, keeping quiet means constant mental gymnastics balancing conflicting outward and inward conversations. What do you do?

Coming out as a lesbian is a calculated risk, HERS Mid-America assistant director Betsy Metzger learned. She interviewed 55 lesbian college and university administrators for her dissertation research at the University of Denver, where she'll get a PhD in August. Neither age, rank, geography nor school type emerged as a predictor of individual decisions about whether, when or how to come out. Lesbians are quite diverse and their decisions are deeply personal, she said at the NAWE conference at Baltimore in March 1998.

Betsy Metzger

Metzger believes lesbians at higher administrative levels are less likely to be out. About 90% of male presidents are married, while about 90% of women presidents are single. Reasons to be reticent are real:

• ***Professional discrimination: the "lavender ceiling."*** Feeling out the institutional climate convinced some their lesbian identity might stand in the way of being hired or promoted. "If I have to be something I'm not, then I don't want that job. But when you've trained all your life for something, it's hard to give it up."

In 1995, Susanne Woods decided not to assume the presidency of the College of Wooster OH after media reported her being listed in a school directory as the partner of a woman who identified herself as a lesbian.

A woman was interviewed but not offered a dean's job at SUNY-New Paltz last spring after a conservative state legislator called a press conference to label her a lesbian witch.

• ***Stereotyping.*** Women who are openly lesbian must deal every day with comments, stereotypes, discomfort or morbid fascination. Some decide it's not worth the bother.

• ***Boundaries, culture and personality.*** Some feel they can be more effective professionals by maintaining clear boundaries between private and professional lives. Some come from cultural backgrounds that emphasize personal privacy, and some are introverts who prefer not to talk about themselves at all.

Reasons for coming out

Although their environments rarely affirm their sexual orientation, each of the 55 administrators was at least somewhat open about her lesbian identity, or she couldn't have been included in the study. One said, "You have to give this some thought. You have to exercise a certain amount of caution because it's not always safe to be openly lesbian. It's not like you get some benefit from sharing this information."

Still, in certain times and places each decided the benefits of coming out made it worth the risks. Motives ranged from political to personal:

• ***Politics.*** For feminist lesbians who associate their sexual orientation with politics, coming out is necessary to change society. Many who came out during the civil rights movement are now in their 40s and 50s and in top administrative positions.

• ***Education.*** Some came out to counter widespread stereotypes of lesbians and gays. Although a lesbian who doesn't fit the stereotypes can easily "pass" as straight, she may decide that's all the more reason to go public.

• ***Support for students.*** An openly lesbian administrator can make the campus feel safer for lesbian students who feel they're not alone and there's someone to talk to.

• ***Relationship.*** A lesbian who lives with a partner must come out to claim domestic partner health benefits or to have her partner share the president's house. Before accepting the presidency of the University of Maine at Farmingham, Theo Kalikow asked trustees if her female partner's living in the president's house would bother them.

• ***Cultural heritage.*** An administrator with cultural links to the Holocaust felt she must not "pass" because of the evil that's possible when good people don't come forward. The risks she ran personally as a lesbian frightened her less than the prospect of letting homophobic mores dominate the environment.

• ***Peace of mind.*** The strongest internal motive was personal integration. Lesbians described this as: to be honest to myself, to have my life be all of a piece, not to have to remember who I've told, to make my relationships with others more real.

Repeated decisions

Unless you're Ellen DeGeneres, coming out isn't a one-time decision. Since sexual orientation is usually invisible, the decision arises over and over. Professors must come out to their students every semester. People who change jobs must decide whether to let their new employer know early in the application process, near the end of the process, after they get the job or not at all. Many test the waters, sizing up people and schools before deciding how and what to communicate. They reveal themselves most among other lesbians. Some are open everywhere except at work. Some tell supervisors but not colleagues, some tell colleagues but not students. Lesbian mothers tend to stay very closeted to their children's teachers.

The tone of any campus is set at the top.

"People can accept and deal with anything, as long as you don't say 'lesbian.'" Just as there are diverse possible ways to express a lesbian identity—activities, relationships, spirituality, political activism, professional life, appearance, symbols or artifacts—there are many different ways to communicate or obscure it. Without making a formal announcement, a lesbian who chooses to be out may:

- Name and label her partner.
- Be open about her activities and relationships.
- Practice self-disclosure in general.
- Bring a partner or date to events.

- Invite colleagues to a shared home.
- List her partner's name in the directory.

One who decides to stay closeted at work can take advantage of other people's assumptions. To camouflage her orientation with silence or ambiguity, she may:

- Use neutral pronouns.
- Be vague about activities and relationships.
- Avoid self-disclosure in general.
- Come alone to events.
- Present her male companion as a date.
- Look and act different from stereotypes.
- Chat about children, pets or her ex-husband.

Suggestions for straight colleagues

"I would like to be able to come out at work and not have it be a political issue at all. It's just a factor of my life. Just like I drive a maroon Subaru. I'm a lesbian," one interviewee said. "You talk about the fact that maybe I drive a Subaru and I really like a Subaru, and do you like it better than your Mazda or something like that. But it's not, 'I drive a maroon Subaru,' and 'Gasp! My god!' and people go running out of the room."

To Improve the Campus Climate for Lesbians

Lesbian administrators offered ways a school can improve its climate for lesbians and gays. Among them:

1. Make gay issues everyone's issues. "I think the institution can continue to talk about gay and lesbian issues," one said. "The way that women's issues are everyone's issues, I want gay and lesbian issues to be everyone's issues. . . I want it to be part of our culture, part of our mission. What I want my institution to be is not afraid."

2. Treat partners the same as spouses. Welcome them at campus events. From health insurance to housing and the right to take courses or use the gym, extend and publicize the same benefits to homosexual as to heterosexual partners of students and employees. In hiring, try to find a position for a gay or lesbian partner as you would for a heterosexual spouse.

3. Promote an inclusive mission. State in the institutional mission, printed in the catalog and other publications, that everyone is accepted, included and embraced. Include sexual orientation together with race, class, gender and other categories in:

- the anti-discrimination statement,
- affirmative action clauses,
- discussions of diversity on campus,
- forums, workshops and celebrations,
- orientation programs for students, faculty and staff.

4. Support lesbian and gay organizations. Establish an organization for gay/lesbian/bisexual/transgendered (GLBT) faculty and staff. Fund GLBT student organizations like other student organizations and list them in information for prospective students. Maintain a GLBT resources center on campus with a paid coordinator.

5. Involve campus police. Ensure that they investigate and prosecute hate crimes, incidents and graffiti.

6. Recognize lesbian and gay issues academically. Include Gay and Lesbian Studies in the curriculum. Support faculty and students who want to do GLBT research.

7. Lead from the top. One administrator told Metzger, "The tone of any campus is set at the top.... It's important for presidents to do that, not in a self-conscious way but simply as a matter of course to make it very clear that we acknowledge that there are gay people on the campus, in every constituency, and that being gay is normal. And that the whole campus environment is to be welcoming and accepting to everybody."

What they wanted most was honor and respect as individuals; being a lesbian is just one of many identities. They suggested ways both institutions (*see sidebar*) and individuals can improve the campus climate. Their suggestions for straight colleagues:

1. Voice your support. Express your offense at gay-bashing comments or jokes. Display a "safe space" triangle sign or magnet in your office; wear a button that says "Straight but not Narrow." Attend gay/lesbian/bisexual/transgender events on campus and get other heterosexuals to go; it can mean a lot to students. Support gay causes and gay-owned businesses financially.

2. Acknowledge your lesbian colleague's life. Inquire about her partner as you might about family members. "The people that I appreciate the most are the ones who can incorporate who I am, and who my relationship is with, into their thought process without stumbling over it," one said. Don't ask her to take her partner's picture off her desk; no one calls heterosexuals flagrant when they display family pictures and wear wedding rings.

3. Include your lesbian colleague socially. An invitation that says "and guest" is more welcome than one that says "and spouse." Don't make assumptions based on stereotypes; she might enjoy "shopping with the girls" after all. Make sure the inclusion is sincere and not for effect; "I don't want them to use our relationship as an opportunity to get their political correctness cards updated."

4. Don't shun contact. Being gay is not contagious and most lesbians have no romantic interest in heterosexuals. "I want my straight friends to feel that they can hug me without it being misinterpreted. I want them to feel that they can be comfortable in my home, even if it's just the two of us for dinner."

5. Don't assume a heterosexual norm. Identify yourself as heterosexual sometimes to show you don't assume everyone is. If you mention a "lesbian mother" in a discussion on parenting, identify someone else as a "heterosexual mother." Try using "partner" for a mate of either gender. Don't assume a single woman who never mentions relationships is available for overtime.

6. Treat lesbians as individuals. "I would like to be treated as just a person. This is just one dimension of my identity, not the most important." Lesbians are very diverse with no single cultural norm; don't let the image of "lesbian" overshadow every other aspect of her identity.

7. Recognize your heterosexual privilege. "I want them to understand the deliberateness with which I need to lead my life. And I don't want them to treat me any differently because of that, I don't want them to patronize me because of that, I just want them to know that it's a little bit harder for me to do what I do. And that they have a role in making that a little bit easier, because they are part of the dominant culture and how they advocate for me, and how they talk about me with their children, and how they talk about me in professional contexts, is part of what they *can* do to change the world. That they as allies carry a separate set of powers that I can never have, being a lesbian, and I want them to use those powers to make the world a better place."

—SC

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Redefining Sexual Harassment Broadens Application

"This is very important for anyone involved in a hostile work situation who might be debating whether or not to pursue a complaint, or a person already involved in a lawsuit who is looking for a compelling way to state her harassment claim."

By Marjorie Hutter

How should we understand sex-based harassment on the job? This question is the starting point for Yale Law Professor Vicki Schultz's reconceptualization of hostile work environment harassment. Using case studies in her April 1998 *Yale Law Review* article, Schultz argues that many working women (and men) have been denied the protection of Title VII because sexuality, rather than gender discrimination, is seen as the core of the problem.

A new definition of hostile work environment is needed to restore harassment law to Title VII's original purpose: "to enable everyone—regardless of their identities as men or women, or their personae as masculine or feminine—to pursue their chosen endeavors on equal, empowering terms."

Prevailing definition limits options

Influenced by early radical feminist thought, courts have viewed a male supervisor's sexual advances on a less powerful, female subordinate as "the quintessential form of harassment" in the workplace, a sexual desire-dominance approach that still defines harassment. As a basis for recognizing *quid pro quo* harassment as a violation of Title VII, this was progress. But it excludes many of the most common and debilitating forms of harassment faced by working women and many men. Schultz says much of the harassment today "assumes a form that has little or nothing to do with sexuality but everything to do with gender."

Much of the harassment today assumes a form that has little or nothing to do with sexuality but everything to do with gender.

Schultz blames the media and the military for fixating on sexual advances and assaults, as in the Hill-Thomas controversy and the Tailhook incident, while devoting far less attention to the broader implications of other forms of gender discrimination.

Courts' views put plaintiffs in a Catch-22

King v. Board of Regents of the University of Wisconsin System (7th Cir. 1990) illustrates how courts have used the prevailing definition to limit Title VII law. As an assistant professor of occupational therapy, Katherine King was denied tenure at the University of Wisconsin-Milwaukee (UWM). Her assistant dean, Steven Sonstein, made suggestive remarks, leered at her, touched her, rubbed up against her, placed objects between her legs and commented on her body parts; his behavior culminated in a sexual assault at the department's Christmas party.

When King filed a formal complaint of sexual harassment against Sonstein with the university, she also said the director of the occupational therapy program, Franklin Stein, contributed to the hostile work environment at UWM. Stein's hostility took a nonsexual form: He gave her a heavier workload and a lower salary, subjected her to an unprecedented number of teaching evaluations, gave her poor appraisals, mistreated her in faculty meetings, interfered with the tenure process and tried to limit her research time. Over six years, King said Sonstein and Stein created conditions that undermined her ability to do her job and made it difficult for her to get tenure.

Marjorie Hutter

A jury held Stein, Sonstein and UWM liable for engaging in discriminatory treatment of King and creating a hostile work environment based on her sex. But the district court overturned the verdict on all but the harassment claim against Sonstein; the Seventh Circuit affirmed their decision.

The court of appeals distinguished Sonstein's sexual misconduct from the other nonsexual mistreatment directed at King. For the hostile work environment harassment claim, the court considered only the sexual conduct. It simply took for granted that hostile work environment harassment refers to "sexual" harassment. By contrast, the court analyzed the nonsexual hostility Stein directed at King under a separate discriminatory treatment claim. The court reasoned that King had failed to prove that Stein's mistreatment, while admittedly troubling, kept her from getting tenure.

Schultz says the decision exemplifies "the most prominent feature of hostile work environment jurisprudence: the disaggregation of sexual advances and other conduct that courts consider sexual in nature from other gender-based mistreatment that judges consider nonsexual." This analysis placed King, and other plaintiffs, in a Catch-22. "Because the court envisioned conduct driven by sexual desire to be the quintessential harassment, it refused to consider the nonsexual actions under a hostile work environment framework. Once it had relegated such actions to a disparate treatment framework, the plaintiff was bound to lose."

If the court had considered both the sexual and nonsexual conduct together, it might have seen the truth through King's and the jury's eyes. Taken together, Sonstein's and Stein's actions—both subtle and obvious—were manifestations of the UWM occupational therapy department's failure to take women seriously as scholars and equals.

Advantages of a competence-centered view

Shultz seeks a more accurate account of hostile work

environment harassment rooted in the realities of the workplace, which she calls "competence-centered."

Harassment has "the form and function of denigrating women's competence for the purpose of keeping them away from male-dominated jobs or incorporating them as inferior, less capable workers." Her new account emphasizes the role sexual and nonsexual forms of harassment play in maintaining favored lines of work as male-dominated. Hostile work environment harassment is both a cause and a consequence of larger forms of gender-based stratification of work, such as job segregation by sex and the accompanying wage and status inequalities.

According to Schultz, this new account provides a broader view of male-female harassment by supervisors and co-workers, and also includes some less conventional forms of harassment. For example, it creates a framework for addressing claims of same-sex harassment. Rather than asking whether the content or motivation is sexual, the new account would investigate whether the harassment "creates pressure to conform to the harassers' image of suitable manly competence for those who do the job. If so, the conduct is based on gender within the meaning of Title VII."

The new definition would also clarify the difference between benign forms of sexual expression and hostile work environment harassment. The prevailing sexual desire-dominance paradigm enables a paternalism that may encourage courts and companies "to overreach in an effort to protect women's sexual sensibilities from mere discussions of sexuality that do not threaten their equality in the workplace."

Schultz points to the recent court case in which the Miller Brewing Company was assessed $26.6 million in damages after it fired a long-time executive accused of sexual harassment, who later sued. A female employee had been offended by what she construed as sex talk when her boss tried to discuss an episode of "Seinfeld" with her. Schultz cautions that "such firings may sow the seeds of backlash against protecting women from genuinely harmful forms of hostile work environment harassment."

Toward gaining the new definition

Achieving the new account within the law demands primarily a shift in perspective, reevaluating what evidence is relevant and examining that evidence through new lenses. Courts must stop defining hostile work environment harassment and discrimination along sexual lines. Courts should consider all conduct—sexual and nonsexual—in connection with the hostile work environment claim. "For purposes of that claim, the issue should not be whether the challenged conduct was sexual in nature, whether it reflected gender 'animus,' or whether any of it effected a tangible job detriment. The question is simply whether all the alleged harassment and discrimination, taken together, created a discriminatory work environment based on gender," writes Schultz.

A cause of action should require only three elements: causation, harm and employer responsibility. In addition to ignoring whether the conduct is sexual in nature, courts should consider "the larger structural context of the workplace," something which has not been taken into account to date.

Current case law makes Schultz optimistic; some courts are struggling toward a broader understanding of hostile work environment harassment. But feminists, sympathetic lawyers and activists must also reconceptualize sexual harassment so that Title VII can better protect everyone against gender discrimination in the workplace. "We must envision more than a world in which women are protected from sexual violation. We must also envision a world in which all women and the least powerful men are fully enabled to work as equals in whatever endeavors their hearts and minds desire."

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How to Cut Athletics Expenses

At the NCAA Title IX seminar in Chicago, leaders reported that some schools found it difficult to increase opportunities for women athletes because of limited resources.

Amy Cohen, former gymnast at Brown University whose successful lawsuit forced the school to reinstate the sport, suggested schools should unify the athletes instead of creating a gender rivalry, and ask the athletes themselves to suggest how to trim their sport's budget.

Kerry McCoy, assistant wrestling coach at Penn State, said cutting sports was the result of "an AD looking for the easy way out. Athletes can peacefully coexist as brothers and sisters on campuses" if they're encouraged to work together as a team, he said.

Others noted that expenses for male sports at some schools had skyrocketed from 1992 to 1997 at far beyond the rate of the increases for women's programs. For Division I-A schools, the average increase for men's sports was $1.38 million, compared to an increase for women's athletics of $400,000.

Student-athletes, administrators and others suggested ways to reduce or at least slow escalating costs:

- Reduce the number of football scholarships.
- Reduce the squad sizes for football.
- Reduce laundry service.
- Reduce meal allowances.
- Increase the number of players sharing a hotel room.
- Use smaller buses.
- Reduce the number of shirts and shoes provided.
- Eliminate staying in hotels before home games.
- Eliminate training tables.
- Reduce expenditures for out-of-state recruiting.
- Quit the "arms race" to keep up with others in larger facilities like training rooms, locker rooms, etc.

Cooperation May Rescue 'Women in Higher Ed' Conference

It started with a voice mail message Monday morning June 8, from long-time subscriber Glenda Hufnagel, an administrator at the University of Oklahoma.

The red light

Hufnagel said she was fairly distraught, having just learned the University of Texas-El Paso would not sponsor its 12th annual international conference on Women in Higher Education scheduled for January 1999, or ever again. She'd called about another conference, and by pure chance learned that UT-EP had quit sponsoring any national conferences, including the one for women. It wasn't ideological, just a strategic planning decision to no longer host national road shows like this conference.

I was alarmed. Canceling the conference would reduce the already-meager opportunities for women on campus to present their ideas, voice their concerns about issues and share their thoughts in a supportive climate. The University of Vermont dropped its fall conference on gender issues in higher education several years back; losing yet another outlet for women's concerns was unacceptable. A rich source of editorial material for *WIHE*, the UT-EP conference offers a platform for campus women to share their ideas with our 12,000 readers instead of just the 15 women in the room for their presentations.

The only option was to mobilize. I called Hufnagel back to verify the information, then left phone messages about the imminent but silent death of the conference with three people who care, including UT-EP leaders. I got a return call that same day from Lynn Gangone, executive director of the National Association for Women in Education (NAWE), who immediately proposed rescuing the conference. "It might be an interesting way for NAWE and *WIHE* to collaborate," she suggested.

Other bases to touch

Of course, picking up a national conference is far easier said than done. Gangone spoke with the UT-EP administrator responsible for the conference, who verified their abandoning it and had no objection to us trying to continue it. She also spoke with Lynne Welch, the dean of nursing at Marshall University WV who started it while at UT-EP, and other key leaders: Cynthia Secor, head of the HERS institutes, Judith Sturnick, head of the ACE office of women, and Carrole Wolin, soon to become executive director of the National Institute for Leadership Development (NILD).

I spoke with Nancy Schwede, director of the NILD, about how her group could help with the rescue effort, and kept Hufnagel informed.

The yellow light

On June 20, Gangone presented the opportunity to her NAWE board, which authorized her to investigate the possibility and proceed if it seems financially feasible.

"I'll make it feasible," Gangone said, figuratively rubbing her hands together at the challenge. "We can take a broader perspective, bring the agenda for women to a higher level. This is an opportunity to do multi-sector work and involve many of the groups who have the same objective of supporting women in higher education," she said.

The green light

Making it a reality is starting to happen.

- Gangone says a natural source of expertise to review presentation proposals is the editorial board for the NAWE quarterly *Initiatives*, led by editor Diane Calhoun-French.
- Where and when? At this point, Gangone is "leaning toward the Southeast and warmth," she said, and keeping the conference in early January.
- Other organizations will be invited to join, including HERS, the NILD, the AAUW and the ACE office of women.
- *WIHE* is considering: sponsoring a reception, funding an intern to help coordinate the conference, or providing scholarships for some presenters. Of course, we'll continue to mail the call for proposals and the conference announcement at no charge with the monthly issues of *WIHE*.

It's exciting, being a force in rescuing this great conference, while enlisting the cooperation and collaboration of women in many sectors of professional development for women on campus.

In the midst of an incredible backlash that threatens to silence women on our campuses, we're using the very advantage that women have, the ability to work together to sustain something positive! With all our energies and enthusiasm, we'll be able to continue helping women lead the way to a better system of higher education... and get the last laugh!

Mary Dee

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Keeping the Faith While Educating & Serving the Students

For women in Catholic higher education today, occasionally controversial issues seem to arise.

On the one hand, there are the campus issues of academic freedom and the need to serve today's diverse students, whose demands don't always coincide with teachings of the church.

On other hand, there's the Vatican, pressuring faithful Catholic leaders to accept the church's teaching as authoritative on issues like birth control, abortion, ordination of women and homosexuality. A 1990 papal declaration *Ex Corde Ecclesiae* gave bishops authority to assure that what happens on local Catholic campuses supports Catholic doctrine, and their ire can put school leaders in hot water. Last month's papal letter puts more pressure on theologians and leaders, threatening penalties from calling for a retraction to excommunication.

Pat McGuire

At Trinity College in Washington DC, the conflict arose at the biennial conference of NAWCHE, the National Association for Women in Catholic Higher Education, held in June.

The challenge of feminism

"Our challenge is to figure out what it means to be faithfully feminist and faithfully Catholic," explained Pat McGuire, the first lay president of Trinity College. "We want to present the integrated feminism, create the big tent, but I'd be the last person to say we've got it all figured out."

For McGuire, becoming president of the Catholic college 10 years ago was an exercise in faith, by both the board of trustees and by her. "I was the sixth president in eight years, the last stop in the make-it-or-break-it era. I was the last candidate interviewed for the job, after they'd talked to some men and some religious women."

In fact, the issue of controversial speakers came up in the job interview. "If you were president and your students wanted to invite (NOW president) Molly Yard to campus and the cardinal said 'No,' what would you do?" McGuire knew if she suggested telling the cardinal to butt out, she wouldn't get positive marks. So she suggested saying, "I'll take your excellent advice and reflect on it," which was "not exactly a black-and-white answer, but uncovers the fact that in so much of our lives we are traveling through unknown territory."

For lay leaders of religious schools like herself, there's "a certain liberation of mind in dealing with issues," she said. "There's lots you can do when you're 36 and have no role model to follow in the job. We struggle against the stereotypes, and we exercise our power subliminally."

In dealing with controversial issues on campus, "We don't want to put our institutions at risk, but we want to be true to ourselves and our institutions. We're still in transition." Instead, she recommended taking calculated risks.

"There are things that we actually do well here that get lost," explained an academic woman attending the conference. "On certain issues, we do better than the secular schools." She listed feminist issues like economic justice, domestic violence and a class on the global search for justice that puts her school at the forefront of advocacy. But because the media tend to focus on issues that polarize the community, the good things that a Catholic college does tend to get ignored, she said. "On economic issues, we are very much in step with the church."

Academic freedom issues

For some, classroom issues were the most important.

"I believe we have the obligation to speak clearly about these issues, picking a position that can be debated," said a Jesuit school faculty member. "Our alums would go through the roof if they saw a course on gay and lesbian studies." She described a campus controversy over a book on abortion that two faculty members were using, producing complaints from school leaders. "This is a real threat

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to our university," she said, although other Catholic schools use the book without problems.

"Jesuit schools were formed by the organization, not by the Vatican," President McGuire said. "I believe it's my job to defend the autonomy of the college, or we won't be a college. Part of our freedom is to withstand an idea that our faith says is wrong. The debate should have not an emotional but an intellectual basis."

Mary Pat Seurkamp

Mary Pat Seurkamp, president of the College of Notre Dame of Maryland, said debates brought "breadth, depth and balance to our curriculum. We're comfortable that across the disciplines, we're bringing in the various perspectives."

A faculty member at Gwynedd-Mercy College PA said the standard faculty contract assures them of academic freedom, as long as it doesn't contradict Catholic dogma. "I say this is the question, and this is the Catholic church."

Another flash point is students or others wanting to invite feminists or other speakers on campus who may disagree with Catholic doctrine on certain issues. "One of the ways you can do this is to make a clear distinction between education and advocacy," a woman said.

She suggested keeping the local church hierarchy informed of potentially controversial speakers, carefully explaining the educational purpose of the speech and the specific topic to be covered. "We do not advocate on issues that would place us in opposition to church teaching," she said, but that doesn't mean they fail to advocate on issues of social justice.

Student life issues

Some debate on Catholic campuses centers around student life issues. Notre Dame President Seurkamp, formerly VP of academic services and planning at St. John Fisher College NY, said, "I had to make some pretty unpopular decisions at my previous institution. I've had to say we cannot give advice on abortion, and we cannot make condoms available to health services. These are hard student life issues."

Responding to the gay-lesbian issue on a Catholic campus can also be touchy. Some officials fear that recognizing such a group is endorsing it, while others make the false assumption that it's a dating service. One leader estimated that about 15% of Catholic colleges and universities have gay-lesbian student groups. Georgetown University reportedly spent ten years and $1 million fighting students who wanted a gay-lesbian group on campus.

President McGuire said Trinity College now has a lesbian student group, which the college couldn't legally refuse to recognize. She told organizers: "When an institution chooses to be Catholic, we choose to follow the beliefs of the Vatican. You chose to come to a Catholic institution. We ask you to show respect for us, to do your thing in a way that doesn't cause trauma to the institution, and is respectful of the pastoral climate where people can do things that maintain the dignity of the individual."

In taking this position, McGuire believes she's faithful to the Catholic mission of trying to teach students to respect each other. "If they can't learn to respect other students, how can they learn to respect others in the world?"

Notre Dame's President Seurkamp called lesbian and gay student groups "an issue that can be delayed, but not permanently tabled. Many women are aware of the double standard in expressing their sexuality. It seems OK to be heterosexual and clearly sexually active, but it's not OK to use birth control or to be homosexual. It seems to me this is an area where Catholic women's colleges need to take a stand. We can't just pass the buck to a conservative bishop, because it puts our students in a false position."

Try inoculation

A faculty member suggested the idea of inoculation. By identifying for bishops some of the issues that may be coming up, they can become more comfortable and prepared to deal with them. Another woman from Seattle University WA described an "unintended inoculation" when her school bought a law school that already had a strong women's caucus. It brought in Sarah Weddington, the lawyer who won the *Roe vs. Wade* decision legalizing abortion, who also addressed other campus groups while she was there.

President McGuire described her campus having an AIDS awareness day, where students distributed brochures with Trinity's name on it. She got a phone call from the bishop, who referred to the brochure. Her response was a low-key, "You never know what will happen when you leave stuff around," which the bishop understood.

McGuire said she feared public schools are at even greater risk in dealing with controversial issues than Catholic schools these days, because boards of trustees are being taken over by conservatives. Groups like the National Alumni Association, for whom she calls herself the "poster child" as their example of liberal leadership gone amok, are also gaining power. "The Vatican is not the problem right now," she said. "In fact, some of the bishops aren't too happy with Rome these days. Many of them agree with us in private." ■

—MDW

WOMEN IN HIGHER EDUCATION

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More Women than Men Now Finish College

Trusting their futures to higher education, more women than men now attend and finish college in the U.S., according to a recent census report of data from March 1997.

Among those aged 25 to 29, for the second straight year more women than men had graduated from high school and college. For college, 29% of women and 26% of men had degrees For high school, 89% of women and 86% of men had degrees. "The educational attainment of these young adults indicates a dramatic improvement by women, who historically have been less educated," said Jennifer Day, author of the report.

Among all those aged 25 and over, men still had an edge in college completion, 22% for women and 26% for men, but the gap is closing quickly. The high school completion rate for both sexes is 82%.

The report also shows strong gains in education by blacks and Hispanics. Among those aged 25 to 29, 86% of blacks and 87% of whites had high school diplomas. Hispanics in the same age group also had more education. In 1987, 51% of Hispanics had high school degrees, compared to 55% in 1997. Hispanics with some college rose over the same period from 22% to 29%.

Based on a national survey of 50,000 households, the March 1997 Current Population Survey is available online at: www.census.gov/population/www.socdemo/educ-attn.html

Supreme Court: Schools Less Liable for Student Harassment but More for Employees; OK to Consider 'Decency' in Arts Grants

June was an active month for the U.S. Supreme Court, which issued opinions directly affecting women on campus.

• **As employers, schools are financially liable when supervisors sexually harass workers,** whether or not the school knew about the harassment, and whether or not the employee suffered a tangible loss, such as loss of a job or promotion. Two 7-2 decisions reinforce the court's stance. In Boca Raton FL, two parks department employees sexually harassed a female lifeguard who quit ; the city is liable because it took no steps to prevent the harassment or monitor the supervisors' conduct. In Chicago, a saleswoman at Burlington Industries quit after her boss repeatedly made sexually explicit remarks to her.

"Today's rulings should be a wake-up call to employers to take action to wipe out sexual harassment, and if they do, it will benefit women and men alike," said Marcia D. Greenberger, National Women's Law Center president.

One dissenting justice was Clarence Thomas, who won appointment to the court despite allegations that he had sexually harassed Anita Hill.

• **Students can sue schools for harassment by teachers only if the school knew about the harassment and did nothing to stop it.** In a 5-4 decision in the case of *Gebser vs. Lago Vista Independent School District* , a 15-year-old high school student had been having sex with her social studies instructor for several months without complaining to officials. After they were caught in the woods, she later sued under Title IX.

While the court said sexual harassment "unfortunately is an all too common aspect of the educational experience" and teacher misconduct "undermines the basic purpose of the educational system," the court refused to hold the high school liable unless authorities knew about and were "deliberately indifferent" to it.

Experts advise the ruling applies to higher education as well, which could discourage schools from creating policies and procedures to prevent harassment. But students are still protected by section 1983 of the Reconstruction Civil Rights Act, and by the authority of the Department of Education and other agencies to withhold federal funds from schools that refuse to punish sexual harassment.

• **The National Endowment for the Arts can apply "general standards of decency" in awarding federal grants.** By an 8-1 vote, the Court upheld a controversial 1990 law limiting "obscene art," which artists claim violates their constitutional right to freedom of expression. Justice Sandra Day O'Conner wrote for the majority, saying the statute is just advisory, while Justice David Souter dissented, citing the underestimated potential to limit expression of disfavored viewpoints.

Info is from *The Boston Globe* on June 27, *The New York Times* on June 30 and *The Chronicle of Higher Education* on July 3, 1998.

Women Narrow the Gender Wage Gap, Gain More Congressional Seats

Gender equity is coming closer, but it's still a long way off and not arriving fast enough.

• **Women's wages increase.** Between the first quarter of 1997 and 1998, women's share of wages in the U.S. increased from earning 73 cents for every dollar men made to 76 cents. Experts cite a strong economy and an increase in the minimum wage as contributing factors.

"Trends for women's rising wages are strong — more college education, increased labor force participation, the integration of jobs," said Heidi Hartmann, director of the Institute for Women's Policy Research, who predicts women's wages are destined to keep improving.

• **Most women ever in Congress.** With the addition of two new congresswomen from California in May, women now hold a record number of seats in both the House of Representatives and the Senate.

In the Senate, nine of the 100 members are women (9%), including six Democrats and three Republicans. In the House, 55 of 435 members are women (12.6%), with 39 Democrats and 16 Republicans. Ten years ago, there were 12 women in the House and two in the Senate.

Congresswomen tend to be interested in issues such as child support, child care, women's health, education and family leave. "I like it more that women can now do the work and not have to be talking about it being a woman," said Rep. Barbara Kennelly, D-Conn., a House member since 1982 who heads the Democratic women's caucus.

Information from Associated Press reports in the *Wis-*

consin State Journal on May 5 and June 10, 1998.

NCAA's Head Gets 30% Raise to $647,000

Despite the NCAA having an image so tarnished that it's hiring a PR firm to put on a positive spin, Executive Director Cedric Dempsey was given a $150,000 raise to $647,000 last year, according to *The Kansas City Star*.

Negotiated in virtual secrecy and never announced, the 30% raise was handled by Gene Corrigan, an old friend who was NCAA president at the time and Sam Smith, the president of Washington State University who chaired the group's executive committee.

Dempsey's salary tops that of CEOs in most of the 207 largest non-profit groups, where the median was $193,206. Members of the non-profit NCAA are mostly state-supported schools that lose money on their athletics programs. NCAA officials cite the director's ability to deal with a broad range of constituents, from student athletes and ADs to congressmen and business leaders.

The *Kansas City Star*, which is unhappy with the NCAA's plans to move to Indianapolis next year, sifted through federal tax forms for the data, according to the June 23, 1998 issue.

Why Do Women Faculty Publish Less?

A new report by the Education Resources Information Center (ERIC) indicates women faculty publish significantly fewer journal articles than men faculty. "Assessing Faculty Publication Productivity: Issues of Equity" reported that 43% of women in academe have never published a journal article, compared to 23% of men.

Lack of opportunity and gender bias are the reasons, according to the report:

- Women are more likely to teach undergrads than grad students.
- Women are less likely to have PhDs from prestigious schools.
- Women are more often untenured.
- Women are underrepresented in the hard sciences, where most publications are journal articles, compared to the soft sciences, where most scholars contribute chapters in books or write whole books.
- Citations refer only to the lead author, while women are more frequently listed as the second author.
- Women are usually the primary caregivers to their children, which can slow down scholarly production, and may explain why there are far fewer married female professors than married male professors.

Other factors cited elsewhere affect women's publishing:

- Gender bias in publication selection, which has led many female faculty to submit articles using only their initials instead of their first names.
- Women tend to publish their work in totality, while men tend to break down their research into smaller bites and publish each separately.
- Women are more likely than men to collaborate on publications, so citations that list only the first author ignore the rest.
- Although women tend to publish fewer articles, those they do publish are more selective and receive more citations overall than those published by men.

The report concludes that women who publish also get fewer rewards: "When compared to men, women-authored papers are less widely read, the payoff in terms of salary is lower, and more publications are required to be promoted."

From a report in *The Chronicle of Higher Education* on June 12, 1998. For a copy of the 100-page report for $24, contact ERIC at (800) 773-3742. Author Elizabeth G. Creamer plans to write In Her Own Words on the subject for the September issue of *WIHE*.

Finally, Brown U. Settles Title IX Lawsuit

After more than five years, $5 million and an appeal to the Supreme Court, Brown University RI agreed to settle a Title IX lawsuit by a group of former athletes whose gymnastics and volleyball teams were cut in 1991.

Brown must insure that its female intercollegiate athletes are within 3.5% of its female undergrad student body, or within 2.25% if it cuts or downgrades a women's sport or adds or upgrades a men's sport. Brown also agreed to upgrade women's water polo to varsity status, and guarantee funds for women's fencing, skiing and gymnastics teams.

The equity for women's athletics does not come at the expense of men's teams. "We are especially pleased that we obtained increased opportunities and funding for women without sacrificing opportunities and funding for men," said Lynette Labinger, lead counsel for the athletes in the 1992 case filed by the Trial Lawyers for Public Justice.

Gymnast Amy Cohen and other athletes sued in 1992, winning an injunction requiring Brown to reinstate the team. In 1995, Brown was found in violation of Title IX and ordered to submit a plan to comply, which the court later found unacceptable and ordered Brown to upgrade four women's teams to varsity status. In 1996, an appeals court affirmed that Brown was still in violation but deserved another chance to comply. The Supreme Court declined to hear Brown's appeal in 1997.

A final hearing on the proposed settlement is scheduled for October 8, according to *The NCAA News* of June 29, 1998.

Military Academies Continue Bias

Two incidents reported recently indicate bias persists in some military academies.

- **At the Virginia Military Institute (VMI),** whose first class containing 25 women will soon complete its first year, Superintendent Josiah Bunting III continued his disrespect for women attending the school.

Speaking at the National Press Club in Washington DC, he said he still didn't believe women belong at VMI. "Young people who are thrown together fall in love and have physical relationships, and those things have an effect on the efficiency of the unit," Bunting said. He also opposed coeducational basic training, women in combat and homosexuals in the military.

- **At the U.S. Naval Academy**, star quarterback Chris McCoy was spared being recommended for expulsion after being found guilty of having sex with a female first-year student. Two other midshipmen and the female stu-

dent were recommended for expulsion. "The only difference between McCoy and the other midshipmen are his accomplishments on the football field," one complained. A school official said McCoy's punishment was lighter because he had sex off-grounds, while the others were in academy buildings.

Reports are from *The Boston Globe* on June 13, *The Mobile Register* on June 14 and *The Birmingham News* on June 25, 1998.

Former CUNY Coach Wins $800,000 for Bias

In 1991, Molly Perdue coached the women's basketball team at Brooklyn College NY. She also washed the team's uniforms and cleaned up the locker room and gym floor. Her coaching salary was $6,500, compared to the men's coach receiving $45,000. Her team's record was 17-11, compared to the men's record of 5-21. As head of women's sports, she received $38,000, while the head of men's sports got more than $72,000. She endured repeated innuendoes about sexual activities of herself and her players.

Last month, U.S. District Court judge Frederic Block called CUNY's behavior "willful" and "intentional," and upheld a jury's verdict of sex bias. He ordered CUNY to pay her more than $800,000, including interest and legal fees. "The judge's decision today upholds the jury's findings and makes it clear that public institutions that engage in willful sexual discrimination will not be able to do so with impunity," said Perdue's lead attorney Jennifer Freeman, of the law firm Freeman Forrest & Chenetz.

"I hope this will help reduce discrimination against women athletes at all levels," said Perdue, who now directs all athletics at Provincetown High School MA.

Instead of working to resolve the case earlier, lawyers said CUNY tried to fight it to the end, which accounts for the large award. While a jury recommended Perdue get compensatory damages of $85,000, the judge tacked on back pay, legal fees and expenses and liquidated damages, bring the total to more than $800,000, according to Perdue's attorneys.

"It's joyous to see someone who has the courage and perseverance like Molly to remind us all that right prevails," said Linda J. Carpenter, a phy ed professor at Brooklyn who filed a bias complaint with the EEOC in 1990 and testified for Perdue at the trial. "Schools can no longer close their eyes to inequities that exist in coaching salaries." Carpenter, who is also an attorney, told *WIHE* the judge had a record of going the other way, so this case indicates he's quite convinced that Perdue is right, and he wrote the opinion in such a way that it's unlikely to be overruled. CUNY plans to appeal.

In 1992, Brooklyn dropped all of its sports teams in response to demands for budget cuts and the harshest ever report on sex discrimination by the Office for Civil Rights. New leadership at the college reinstated athletics four years ago, with a fully gender-equitable program.

Perdue sued in 1992 under the federal Equal Pay Act and Title VII of the Civil Rights Act of 1964. In 1991, Congress amended the Civil Rights Act to allow victims to sue for damages including pain and suffering, and raised the amount they could recover, which meant they could sue more easily instead of relying on the overworked EEOC or other agencies for help.

Despite the new law, Perdue had been unable to find a firm to handle her case without the help of the National Women's Law Center. Debbie Brake, then senior counsel to the center who now teaches law at the University of Pittsburgh, said the case will help private individuals and lawyers advance the cause of civil rights. "This case is very important for the cause of equality for women in sports and everywhere else. It demonstrates the increased ability individuals now have to fight large public institutions because of changes in the civil rights laws in the early 1990s."

Still unresolved is the role of Title IX in employment discrimination cases. While it has been widely used to advance women's sports programs in other cases, Judge Block said it applied only to students at federally funded colleges, not employees.

Title IX Complaints Bring Firings, Lawsuit

After coaches of three of the five women's teams at New Mexico Highlands University met with the SWA and AD in April 1997 to discuss inequities between women's and men's teams, a strange coincidence occurred. Some within six days and some within six months, all three coaches and their assistants lost their jobs, a total of five men and two women. The only women's team coach not fired didn't attend the meeting for fear of getting sacked.

The seven former coaches are suing the university in federal district court for retaliation under Title IX. Simultaneously, female athletes at the school have filed a lawsuit about gender inequities in the school's athletic department, including less scholarship aid and treatments and benefits.

"Schools don't want to deal with troublemakers who ask for equity," explained Attorney Kristen M. Galles, who represents the former coaches and the athletes. She said suits like this by coaches are becoming increasingly common, as a fifth wave of gender equity demands in campus athletics. First came women demanding participation, then women's club sports seeking varsity status, then gender equity in treatments and benefits to teams, then gender equity in athletic scholarships, and now coaches of female teams are asking for equity and getting fired for doing so.

Galles told *WIHE* the situation at New Mexico Highlands is a classic, in which a 1950s football hero was brought in as AD to return the school to its glory days. "This school emphasizes football and men's basketball, and the women athletes don't get much of anything," Galles said. In fact, the women's soccer team was routinely kicked off its field so the football team could practice there, although they had their own football stadium at their disposal. To add insult to injury, the women's team was even ousted for a local high school football team.

Poised to sue a few more Southern schools for the same problem, Galles also handles cases of sexual harassment in schools and women who are assaulted by male athletes. For more information, reach Galles at her Alexandria VA office: (703) 683-4491.

Check Your School's Equity in Compensating Coaches

After reports that head coaches of men's teams in Division I schools earn 43% more than women's coaches (June *WIHE* p. 5), the U.S. government is investigating. At the NCAA Title IX institute in May, attorneys Ellen Vargyas and Robin Rosenberg advised administrators how to protect their schools from lawsuits.

"The next general issue is going to be coaches' salaries. The disparities are so blatant and widespread, it's just a matter of time," Vargyas predicted. Senior counsel for the U.S. Equal Employment Opportunity Commission since 1994, she wrote the guidelines on coaches' compensation. The legal question isn't whether it makes sense to pay the coach more than the president, but whether some coaches are treated unequally on the basis of prohibited categories like gender or race. The EEOC had several reasons to jump into the fray:

• ***Discrepancies by gender are extreme.*** In Texas men's coaches get $1.9 million compared to $431,000 for women. "It's a rather extraordinary pay gap," Vargyas said. What's more, job availability isn't gender-neutral; fewer than 2% of men's teams have women coaches, while more than half of women's teams have men coaches.

• ***Case law is just starting to develop.*** EEOC guidelines can help the courts understand how to apply the 1963 Equal Pay Act and Title VII to college coaches. Vargyas believes women's and men's jobs should be compared in terms of their functions and responsibilities, not the physical skill involved.

The disparities are so blatant and widespread, it's just a matter of time.

• ***Pay discrimination cannot be justified on the basis of differences caused by some other form of discrimination.*** It's not acceptable to offer women's teams and their coaches less support than men's, and then point to those same differences to defend unequal pay.

The burden is on the employer

The Equal Pay Act says these two conditions add up to *prima facie* evidence for wage discrimination by sex:

1. Women's and men's wages are demonstrably unequal.
2. The jobs are the same in terms of skills, effort, responsibility and working conditions. Equal effort means female and male coaches have the same job functions like teaching, training, budgeting, public relations, scheduling and administration. Equal responsibility means they're equally accountable, regardless who has more assistants.

Prima facie evidence puts the burden on the employer to prove that pay differences aren't because of gender. It's legal to pay one person more than another on the basis of experience, education or ability. Legal defenses include: seniority systems, merit systems, quantity or quality of work, or a specific factor other than sex.

These bogus arguments are not legal defenses:

• **Revenue production.** The EEOC recognizes that women's and men's athletic programs are at different developmental stages, and women's sports bring in less money. But do those differences themselves result from gender bias? "If she has not been given an equal *opportunity* to produce revenue, this will not wash as a defense," she said.

• **The marketplace.** Don't assume women are available at a lower salary than men. Colleges and universities create the marketplace, so they can't rely on it for a defense.

• **Prior salaries.** The market is too skewed for this argument. "In a business where there are such widespread disparities, don't even bring it up."

Title VII and Title IX extend beyond the Equal Pay Act to non-wage inequities, like giving the coaches of men's but not women's teams a bonus for a winning season. If the university makes outside revenue sources like product endorsements or sports camps available to coaches of men's teams, they'd better be available to women's team coaches too. "The problems I see are when everything is done on an ad hoc basis but there's no policy. You do best if you have rules and follow them," she said.

Equalize, before you're sued

Rosenberg explained how to stay out of trouble under Title VII. A former student athlete, she became a trial attorney with the U.S. Department of Justice litigating employment discrimination cases. Now she's senior counsel with Holland & Knight, representing employers before they are sued.

Before 1972, the Department of Justice enforced Title VII. Now it's the EEOC, which may issue a "right to sue" letter giving permission to file in federal court. The EEOC passes some complaints against public entities to the Justice department, which launches an investigation. "They're back there crunching numbers, demographics, constantly looking for discrepancies," Rosenberg said. A single complaint from one janitor can trigger an investigation of the entire school, so administrators are wise to take every complaint seriously.

If there's evidence of discrimination, the Justice Department tries to bring the two parties together for conciliation. Remedies may include monetary damages or changes in the recruiting system or pay structure. A consent decree means the government monitors for three to five years to ensure the remedies are carried out.

There's an inquiry now in progress on compensation for university coaches and their assistants. Whether or not your school got a letter, Rosenberg recommends an internal audit to uncover inequities:

1. Number of coaches, by race, gender and national origin, compared to the candidate pool.
2. Recruitment efforts: Do you go to the same places every time?
3. Pay disparity: Can you justify all differences in pay?
4. Hiring and testing procedures.
5. Duration of employment contracts.
6. Evaluation procedures.

If you find problems, try to address them and document your efforts. You'll not only avoid legal trouble, but also create a positive work climate that's good for the coaches, the athletics program and the university as a whole. ■

—SC

Learn more on the Web at www.eeoc.gov

Carpe Diem to Transform Your School

Installing a new president on July 1 was just one step in a grand transformation of the University of Scranton PA, as Marie George and Susan Ikerd help the school transition from a closed to an open system.

In 16 years under the previous president, the Jesuit school grew physically and academically but kept its old male style, with each area leader making autonomous decisions. "Some presidents and top leadership want this style. They wouldn't hire a Susan or me," George said.

Marie George

The departing president and board of trustees wanted change. About a year ago they brought in Ikerd as associate provost for enrollment management; George became director of planning and institutional research, on leave from chairing the Health Administration and Human Resources department. Their assignment: Serve as agents of change.

Communication and leadership

A recent study of architectural symbols on campuses found that schools established by women had more circles, while those built by men featured points. Scranton's new, open style is one of circles, creating connections between once-isolated points.

"We've had a silo approach; everyone had spheres but they weren't connected," Ikerd said. A decision to renovate a building or hire a consultant was based on one unit's needs, without reference to university-wide priorities. Like fodder from a silo, information came down whenever those who ran the unit decided to release it. George and Ikerd are teaching new styles of communication, replacing the silos with a connected system that shares information.

They're breaking down the barriers entrenched in old patterns of behavior. "Enrollment management" goes far beyond admissions. It involves recruitment, retention, choice of majors and more. Ikerd has already trained staff in financial aid and the registrar's office to a customer orientation, trying to start a one-stop shopping center for students.

She sees her role as facilitator while all parts of the school collaborate to create their own plan.

They've introduced a new style of leadership, too. In place of the old "sage on stage," they're modeling how to be a "guide on the side." George said of her approach to institutional planning, "The first myth that had to change was that I would write the plan." Instead she sees her role as facilitator while all parts of the school collaborate to create their own plan. In the past each department made its plans independently, on its own timetable. "Now we have them talking to each other," she said.

Connecting with the environment

Planning subcommittees started with an environmental scan. How will larger trends like globalization and demographics affect the university? "It's not that you deny who you are or your uniqueness, but you're open to what is happening externally."

For example, the coal-mining and industrial region around Scranton has an older, less educated population, but many students come from outside the region. A strategic plan might view the local population as an opportunity to offer adult education or retraining.

The strategic approach to enrollment might ask what the market says about recruitment and majors. "Students are practical: What's it going to do for me? Faculty ignore all this," Ikerd said. Getting everyone to think beyond their day-to-day activities is transforming the school. "It's all about giving people opportunities to help them be successful."

Timing is everything

Susan Ikerd

The departure of a long-term president makes this an extraordinary place and time for Scranton. If the time is right at your school, follow these tips to seize the moment:

- **Lead from a position of influence.** "You need to start with a point of leverage. Otherwise it's very frustrating." George and Ikerd began with support from the outgoing president, the provost and the board, which hears their reports in person instead of through the usual intermediaries. They've put top decision-makers on the planning committee to give them a stake in the process. Response at other levels in the campus community has been very positive because most people welcome communication, collaboration and inclusion.
- **Work within the culture.** It's a challenge to change old habits of thought and behavior without alienating those you're trying to change. "You have to do it in a subtle, low-key way within the culture. You have to immerse yourself in the culture in order to infiltrate the structure," George said. Learn who's saying what to whom before you try to alter their communication patterns. If the trustees are moving toward a business model, use the same data but share it with more people so the community and the bottom line can benefit together.
- **Be content with small changes.** It takes time and patience to overturn ingrained patterns. "You have to see the little successes. Change does not come in sweeping ways."
- **Don't be afraid to use your feminine voice.** Women's more open, facilitative communication style fosters learning. George says she's stopped apologizing for not speaking like a man. If you're the token woman, use it for leverage to remind your school of the directions it should be heading. Strong women are often most effective when they're approachable, warm and embracing, because others can see they care.

As George returns to being chair, others are preparing to build on her groundwork to develop the strategic plan.

—SC

E-mail Marie George at georgem1@uofs.edu

So You Think You Wannabe an Assistant Dean...

For many faculty women, the job of assistant or associate dean seems like a good starter position, a way to test the waters of administration before making the leap.

Carol Hurd Green, associate dean of arts and sciences at Boston College, reflected on the role of mid-level administrators at the biennial conference of NAWCHE, the National Association for Women in Catholic Higher Education, in Washington DC in June.

Carol Hurd Green

"An assistant or associate dean is charged with the academic care of students," said Green. Her multi-dimensional job is advising students, faculty, parents and other administrators. "As mid-level administrators, we stand at the interface of several constituencies, not as policy-makers but as those who nurture, advocate, interpret and facilitate," she said, a common role for women.

The role of nurturing

"Students come to us with problems, and they expect to be listened to seriously and their problems to be solved," she said. The core of her students at Boston College are traditional, full-time residentials aged 18-21. Advising has become a real problem, Green notes. Complaints about advising have skyrocketed in recent years as students have become obsessive about their demands.

We should see what we do as not only representing the institution, but within the frame of social justice.

The role of advocating

"We are the critical advocates for students, petitioning on their behalf to the faculty when it's appropriate," Green said. There are huge gaps in the analysis of requirements, and a student may have this or that problem with a faculty member or administrator. Credibility with the faculty is crucial, she warned: "Be awfully careful that you're trusted by the faculty" or your effectiveness will suffer.

The role of interpreting

As the academic middle-persons on campus, assistant and associate deans spend a good deal of their time interpreting and explaining:

- The rules to everyone
- The faculty to the students
- The students to the faculty
- The culture of the school
- Everything to the parents

The increasing number of adjunct and part-time faculty need even more help to understand their students, Green said. On campus for less time, they're less likely to understand or communicate a school's culture and tradition. Even full-time faculty require help because they're under heavy pressure to produce more. Some may have just one office hour a week.

Meanwhile, students are becoming astute consumers: "We're paying for our education, and we expect certain things in return." In response, Green says mid-level administrators must recognize the need to listen to students and recognize their rights. Letters from administrators may sound clear to the authors, but often students simply don't understand what they mean.

"Parent advising" also takes time, because parents see the dean's office as representing the school. "We're the people they have access to," Green notes. "Our phones ring constantly and appointment books fill up with parental concerns like 'Why didn't you know he hasn't been attending class?' or 'Why can't you stop the professor from harassing my child (i.e., making him do the work)?'

Role of facilitating

Dealing with so many constituencies brings many different viewpoints to the table, so mid-level administrators often find themselves negotiating between them. "We have to know the rules," Green warned.

"As women in a Catholic institution, we should see what we do as not only representing the institution, but within the frame of social justice," Green said. "In these encounters, we need to ask ourselves what are the prejudices and privileges we bring to the issue. We need to genuinely see the need in each party, which can be a way to understand what we do, what women have always done."

But sometimes she's torn between doing what's best for the school and what's best for the individual. "The research suggests that once you get to a certain level, you have to make choices and tradeoffs. I made a lot of decisions I do not feel good about on a personal level, yet the good of the institution must come before the good of the individual."

She suggested the 1960s viewpoint of faculty seeing administrators as their enemy is inaccurate today. Socializing new faculty to the joint responsibilities of faculty and administrators to serve the school's mission is far better.

What's the role of women?

Participant Patricia Ann Mathews, VP of academic affairs at Marywood University PA, noted that unlike Green's, her job deals with "the hard things" that directly affect the school's bottom line: reading computer printouts, administering an annual budget of $27 million, hiring and firing people.

To get more women into top administrative jobs like hers, she's tried to prepare and mentor several women who have ultimately rejected the role. "They don't like it very much. It doesn't fit into their idea of a good, whole, well-balanced lifestyle," Mathews said. "They don't want to spend their time doing the kinds of things I do."

But that's exactly where more women are needed, making policy decisions that affect more than just one person. At a recent meeting of 35 policy-making administrators of New England colleges, Green said only seven were female, while women dominate the advising area. She suggested the shortage of women in policy-making jobs may be a matter of access as much as choice.

—MDW

Contact Carol Hurd Green at Boston College (617) 552-3283.

Some Myths and Realities of Success on Campus

Don't believe everything you hear about how to get ahead professionally as a woman in higher education. Angeles L. Eames has spent more than 20 years in higher ed administration, recently in educational leadership and policy studies at Loyola University of Chicago. Having been in women's programs and services as well as multicultural affairs, she's learned that contrary to popular belief, personal integrity and relationship skills matter more than power and politics.

That's good news, because many women bring lots of integrity and relationship skills to the job. Unfortunately, some get sidetracked by the myth that career advancement today depends on abandoning their personal values and playing the games required to climb the hierarchies of male-led corporations.

Progress at a glacial rate

Haven't women been getting ahead just fine since they learned how to play the corporate game? That's another myth, perpetuated by those who fear any change at all, because change upsets the status quo. Statistics show change is bringing us toward gender equity... at a snail's pace. To have any hope of catching up in our lifetimes, women need a different approach.

Eames cited examples at the 1998 Women in Higher Education Conference in San Francisco. If the number of women college and university presidents has reached 500 by now, that's still less than 20% of the total. At the VP level, women account for only 29% of student affairs officers, 25% of chief academic officers and 13% of chief business officers.

And progress has been slow. The proportion of faculty who are women rose from 12% in 1977 to 27% in 1987 but hasn't moved since. Women account for only one in 10 tenured faculty; at this rate, equity will come in 90 years. In top corporations, key managers were 99% male in 1970 and 93% male in 1990. At that rate, gender equity in corporate America will come in 130 years, and in Congress in about 500 years, she said.

Bad advice, good hair

What women have gotten has been bad advice, some from men and some from women who probably had good intentions. Books in the 1970s told women how to win at corporate power games by dressing, looking and acting like men. It was, after all, the only model we had.

Women have since learned to take pride in women's ways of being, but some old myths linger. Myths like "never fully trust anyone" or "don't be seen with people who are on their way out" don't match Eames's experience of how women actually rise to leadership positions. Interviews with senior women of 20 to 30 years experience in higher education confirmed her personal impressions. Popular wisdom tends to rank order power politics, interpersonal relationships and integrity, with power politics first and integrity last. Eames and her interviewees would reverse them. Women need to honor themselves, their sense of who they are and their relationships with others. Power politics won't lift you to the presidency any more than a 1970s-style navy suit and ribbon tie.

Successful women see themselves as change agents in the service of a larger mission.

Seven lessons learned

Eames learned lessons to help campus women advance:

1. Build skills. We all have skills we can polish and others we need to develop. Interpersonal skills and teamwork are especially important for women seeking advancement. Contrary to myth, women don't have to master the worst football locker-room techniques. They're better off sharpening the collaborative style of interpersonal skills that often comes more readily.

2. Seek congruence. "It's OK to please people, but don't silence who you are," she said. It's a mistake to try to change character each morning as you walk into the office and change back as you leave. "When there's congruence between your professional life and who you are, things will go smoothly."

3. Go for it. It's much easier to apologize after the fact than to get permission ahead of time. If you see something that needs doing and established policy doesn't expressly prohibit it, go ahead and do it. Ask yourself what's the worst that can happen, and if you can live with it. "I believe the outcome is in proportion to the risk taken," she said.

4. Distinguish friends from colleagues. Friends are people you trust; colleagues are people you work with. Constantly keep the distinction in mind. It's lonely at the top, where "friendships" are based on usefulness and people on campus give you advice that's inevitably colored by their motives. This is reason to be alert but not cynical; your interpersonal skills should suffice if you remember not to mistake a colleague for a friend.

5. Be circumspect. People ascribe motives to you that may or may not be there. It's safer to keep to yourself comments that could set off unwelcome, unwarranted speculation.

6. Remember why you're there. Even if conventional power politics could carry you to the top, what would you do once you got there? Ambition by itself makes an uneven motivator and an unreliable guide. If getting there is all you care about, it's probably not worth the cost.

Successful women see themselves as change agents in the service of a larger mission. Like Eames, some work in change-oriented fields such as women's programs, affirmative action or multicultural affairs. Often women in more traditional fields or programs also try to bring needed changes: humanize a bureaucracy, recruit more women into the sciences or sensitize elementary school teachers to diverse learning styles.

7. Use your network. Women who show consistent integrity and avoid sleazy power games build up great credibility over the years, which carries enormous informal power. By using your informal power and networks, you'll get to the top faster and more securely than by following the myths. And you'll get there with your integrity intact. ■

—SC

Clergy Abuse on Campus: Preying on the Vulnerable

If you can't trust your campus religious leader, whom can you trust? "The greatest damnation of clergy abuse is that it's spiritual abuse," Georgia social worker Stephanie Carter said at the 1998 Women in Higher Education conference in San Francisco. "You're decreasing a person's trust, her spiritual empowerment."

Why there's higher risk of clergy abusing students:

*1. **Vulnerability**.* Away from home for the first time in their lives, undergraduates may seek out religious support when they feel weak or troubled.

*2. **Authority**.* "Priests are placed on a pedestal and people are taught to look up to them," Carter said.

*3. **Patriarchy**.* Patriarchal religions devalue women, restricting the positions they can hold and teaching that female virtue lies in submission. While women activists are making some headway, backlash is evident in the Promise Keepers and the recent Baptist message that wives should submit graciously to their husbands.

*4. **Trust.*** Chronic abusers prey on the vulnerable, reeling them in with love and acceptance. Faith and high moral values appear so central to religion that students unreservedly turn to the church for support.

*5. **Lack of training or screening.*** "As a social worker I have to undergo scrutiny and a background check, but most churches do no such thing," Carter said. Most clergy have little or no formal training in counseling; there is usually no background check on campus clergy.

*6. **Lack of personal support.*** Friends from religious activities may resist or deny her complaints, or tell her it's her own fault. A family like Carter's, with a strong background of church involvement, doesn't want to hear criticism of church officials.

My preacher knew I was at a hard place in life and wanted to counsel me.

She grew up in a family of preachers where deacons were frequent dinner guests. As a youngster she ran freely about the church, trusting everyone was there for the same purpose. Her trust backfired in college. "My preacher knew I was at a hard place in life and wanted to counsel me. He'd been told not to have young women in the office. He had no degree or certificate to do any counseling. Obviously he had a background of abuse but they did nothing," she said.

The result of her experience was depression, shame and guilt. She stayed away from church, contemplating suicide. Four other women abused by the same preacher sued the church; Carter has vowed to educate others about the problem, to prevent it from happening again.

Ambivalent institutional responses

"I would think that all colleges have in place now specific guidelines on sexual harassment and sexual abuse that includes staff, faculty and clergy," writes Roman Paul of the Interfaith Sexual Trauma Institute in Collegeville MN. Parochial and other private colleges that employ staff chaplains are legally responsible for their actions; they should be subject to the same policies, procedures and penalties as other professional staff.

There's less outside accountability when churches or local congregations employ clergy to work closely with students. Public university administrators hesitate to intervene because of separation of church and state.

Complaints to the relevant religious body meet with varying responses. Concern for ethics and student welfare may be offset by fear of scandal, sympathy for the clergy and nightmares of false accusations. An abuser may be transferred to another parish instead of being removed from the temptation of similar situations or punished. Self-governing congregations can be even less responsive than church hierarchies.

How to prevent abuse by clergy

• ***Use your institutional power.*** Campus anti-harassment policies should cover clergy behavior. Those not formally affiliated may still have an institutional relationship, such as using campus facilities. Work with the local clergy association to set guidelines and procedures before a situation arises. Don't let respect for religious authority blind your vision, and don't confuse protecting students with religious discrimination.

• ***Educate students, faculty and staff.*** Teach the different meaning of consent in situations of equal or unequal power; just because the student said "yes" doesn't mean the preacher is innocent. Help a student identify inappropriate behavior like "accidental" sexual touching, a prolonged hug or a kiss on the lips when a brief hug or cheek kiss is expected, verbal innuendo or pressing for explicit details of a physical relationship.

• ***Provide resources.*** Publications on clergy abuse are available from many sources, including the Center for the Prevention of Sexual and Domestic Violence in Seattle WA, founded by Marie Fortune, author of *Is Nothing Sacred?* (1989). Literature from the United Methodist Church's General Commission on the Status and Role of Women extends beyond a single religion. Connect students to the Survivors Network of those Abused by Priests (SNAP), a Chicago group with local chapters nationwide, and the Chicago-based clergy abuse survivors' advocacy group Linkup, which publishes the newsletter *The Missing Link*.

• ***Support those who experience abuse.*** In addition to literature, support groups and counseling, college officials can help abused students carry complaints to the relevant church or congregations. Keep a file about the internal procedures of each group on or near your campus; the Catholic church has established channels. The American Association of Pastoral Counselors, headquartered in Fairfax VA, publishes a clear code of ethics and processes complaints against its members. ■

—SC

• American Association of Pastoral Counselors (703) 385-6967; www.metanoia.org/aapc/
• Center for the Prevention of Sexual and Domestic Violence; (206) 634-1903; www.cpsdv.org
• Interfaith Sexual Trauma Institute at Saint John's Abbey and University (320) 363-3931; csbsju.edu/isti/index.html
• United Methodist Church, Commission on Women (847) 869-7330/(800) 523-8390; www.umc.org/gcsrw/index.html

Mentoring Affects Who Will Lead Community Colleges

Over the next five years, up to one third of community college leaders nationwide will retire. Most are founding presidents, having midwifed their schools in the 1970s and 1980s. Who will replace them, and what kind of leaders will they be? Who gets mentored will greatly affect these decisions.

Sue Darby considers herself a lucky woman. Dean of instruction at John Wood Community College IL, she has benefited from the wisdom of several mentors while moving up in higher ed, and wondered whether hers was a unique experience.

Darby sent questionnaires to more than 200 women in upper administration at various campuses among the nation's 1,200 public community colleges. She was pleased, though not surprised, to learn that being mentored was a common —and significant—experience for most women in her field.

Since only 12% of the public community colleges were headed by women in 1994, Darby believes current leaders—female and male—need to identify potential women leaders in their schools and actively mentor them.

How do you mentor?

The mentoring relationships described by women who responded to Darby's questionnaire were a big investment: the average duration was almost 12 years, with one administrator noting, "... in a lot of ways the relationships still exists... in the mind games you play with yourself. For instance, how would he respond to this problem?"

As a follow up, Darby interviewed 15 women about their mentoring experiences. She identified three major components of an effective mentoring relationship:

1. The initial mentoring relationship must occur early in a protégé's career development, when people are more receptive to developing skills and competencies needed for the next organizational step. The overwhelming majority of the women interviewed by Darby didn't set out to become leaders. Rather, the influence of their mentors led them to change their career goals, which in turn helped them to advance.

Not all women in influential positions are willing to share the wealth.

Only one planned early on to become an administrator. More typical were those who, finding themselves in administration, liked it, such as one who noted, "I moved into it (administration) accidentally, and I got hooked." Or those who assessed career directions mid-stream, such as the administrative leader who recalled, "I looked around and asked 'Who's having the most fun in this place?' and it seemed to be the president... I said 'I want to be a president.'"

2. The mentor must be in an influential position in the organization. All mentors were upper level administrators, with higher status than their protégés, so they could advance their protégés' career through influence and experience. It also allowed the mentor to increase the protégé's visibility and network, both within and outside of the organization.

3. The mentor must be personally committed to participate in the relationship. Most of the women connected to their future mentors on a personal as well as professional level, which fueled commitment to the relationship over time. Darby recalls her relationships developed "serendipitously," beginning with a personal connection to someone in a position of influence. Since this kind of connection usually stems from mutual admiration or recognition of potential, it's a good predictor of a successful relationship.

Sue Darby

Benefits of mentoring

Mentoring gives participants three types of benefits:

- *Instructional* — "on-the-job" training ranging from the seemingly simple "do's and don'ts" of running a college, to assimilating the mentor's value system;
- *Professional* — networking and opening doors; and
- *Psychological* — increased self-confidence and self-esteem, emotional support.

Several specific ways mentors contributed were:

- *Sponsorship* — mentors nominated their protégés for promotion.
- *Exposure and visibility* — mentors provided opportunities for their protégés to demonstrate competence, performance, and special talents to other administrators.
- *Challenge* — mentors assigned their protégés to challenging job tasks, offering critical feedback and support.

One leader recalled how her mentor relationship operated: "He told me I had to go out and get my doctorate. I went out and enrolled. He told me I had to move into the instructional side of the house. I went on vacation. The day I returned from vacation he transferred me to the instructional side."

It's not all roses

Darby warns that although everyone believed the mentoring experience was successful, there were some limits to the relationship. As one participant noted of her mentor, "He's very controlling as a coach," and made her feel as though he were attempting to live his life all over again through her.

Mentors have also been known to hold their protégés to higher standards, and to restrict a free flow of ideas. One woman found herself, "really reluctant" to disagree with or question her mentor.

And finally, some mentors have difficulty adjusting to changes in the mentoring relationship as protégés increase in competence. These transitions are usually prompted by a job change, as the protégé moves up in the organization or to a new organization, and into a peer relationship.

Many of the protégés also had trouble with the transition, and felt that moving into a different relationship was "like a teenager asserting independence." As Darby re-

calls of her own experience, her mentor knew she was ready to move on, but she wasn't so sure at the time:

"I complained, I whined to my friends 'why is he letting me go?' But the truth was I didn't need him anymore, and he knew it. He just made himself less available." In retrospect, she realized it was the right time and the right thing for him to do.

Benefits of male mentors

The women Darby interviewed were mentored in the late 1970s and mid-1980s, a time when those who were in a position to mentor were, as now, primarily men. As one participant recalled, "I don't believe a female mentor at that time, that location, would have had the positional power, the credibility to give me credibility." Another noted, "Your mentor has to open doors for you, and so many of those doors were held by males."

While you may wince at the paternalism implied by the personal aspect of these relationships, it was a familial model used in its best sense: empowering others to become leaders in their own right. The "father-daughter" model allowed for a personal relationship that benefited protégés in ways beyond their career path. These relationships were characterized by a "really gut-level, intense personal connection." One participant gave the eulogy at her mentor's funeral.

If you're just starting out, how do you locate a mentor if there's no formal program at your school? First, says Darby, "you have to set your goal, what do you aspire to: faculty, division chair, chancellor, president?" Once you've done that, seek out the person in your organization who is in the best position to teach you what you need to know to get ahead. Darby is pleased that the overwhelming majority of the women who were mentored are currently mentoring others, actively seeking out potential leaders.

But she cautions women to beware of the "Queen Bee Syndrome." Not all women in influential positions are willing to share the wealth. "They're out there," sighs Darby, "and they don't want to help you." Women affected by the Queen Bee syndrome believe they achieved their success on their own, and you should too. Keep your distance, but watch them, Darby points out, in order to learn what *not* to do.

An even better way to develop future leaders, says Darby, is to make an institutional commitment to mentoring. This can be done by approving policies that support mentoring, and offering formal mentoring programs, workshops and training sessions. Upper-level administrators—most of whom have benefited from mentoring—should actively seek potential leaders to mentor. As Darby sees it, we owe it to our schools.

"Today's community college leaders have an obligation to maintain the present level of excellence enjoyed by community colleges," she asserts. However imperfect, mentoring is one way to assure it.

—DJ

Suzanna V. Darby presented on the topic at the WIHE conference in January 1998, in San Francisco. Reach her at (217) 224-6500, ext. 4500.

FALL 1998 Leadership Development Opportunities

NACWAA Fall Forum

October 10-13, 1998 in Monterey CA

National Association of Collegiate Women Athletic Administrators

A conference for women in athletics management, with topics including empowering women, Title IX compliance, career management, negotiating salary and benefits, managing coaches, fundraising, event management. Fees from $90 to $200; discount before September 4. Contact NACWAA at (910) 793-8244; e-mail nacwaats@wilmington.net

"Demanding the Equal Station to Which They Are Entitled"

October 15-18, 1998 in Portland, Maine

21st annual conference of the Organization for the Study of Communication, Language and Gender

Explores the intersections of communication, language and gender, with special emphasis on the relationship between communication and equal political, economic and/or social rights for all persons. Contact Rebecca B. Lockridge, University of Southern Maine; (207) 780-5033; e-mail lockridg@maine.maine.edu

Management Institute for Women in Higher Ed Administration

Five weekends in Oct., Nov., Jan., March, April at HERS at Wellesley College MA

Integrated series of five seminars offering administrators and faculty professional management training in planning and fiscal management, managing in organizations, professional development. Fee of $2,500 includes tuition, materials and meals. Applications due September 12. Contact Susan Knowles at (781) 283-2529; e-mail sknowles@wellesley.edu

Institute for Emerging Women Leaders in Higher Education

November 14-18, 1998 at University of Maryland

National Association of Women in Higher Education (NAWE)

For entry- to-mid-level women, this intensive, residential leadership institute focuses on the skills leaders need in early to middle career stages. Topics include: Understanding Institutional Culture and Climate, Planning for Goal Achievement, Communicating in Changing Organizational Environments, and Motivating Individuals and Teams Toward High Performance. Limited attendance. Applications are due September 7. Fee of $1,195 includes tuition, lodging, meals, parking, materials, breaks, and a discount on the annual NAWE conference. Apply on-line at www.nawe.org or call NAWE at (202) 659-9330.

Kaleidoscope Conference

December 2-6, 1998 in Orange County CA

Sponsored by Georgia Perimeter College (formerly DeKalb College GA)

Exclusively for women of color, the conference offers dynamic instruction on relevant issues, led by female presidents and top administrators at community colleges from across the country. Fee of $495 if by September 30, includes materials and lunches. Contact Felita Williams (404) 244-2365; e-mail www.dcpeachnet.edu/kaleidoscope

Humor as a Management Tool Helps Women Lighten Up

Men tell jokes, women listen to jokes. Some women get tired of pretending to be amused and decide humor doesn't belong at work. They're missing out on an important management tool.

Just because women don't tell as many jokes as men doesn't mean they lack a sense of humor. While most jokes are at another's expense, the humor more typical of women grows out of real-life situations. "The world is basically absurd," Suzanna McCorkle said. When you acknowledge the absurdity of a situation, you can draw on it to ease tensions, pull a group together, alter perspectives, build consensus and promote organizational change.

She and Jane Ollenburger, respectively associate dean and dean of the College of Social Science and Public Affairs at Boise State University ID, led a workshop on humor at the NAWE conference in Baltimore in March 1998. McCorkle finds humor a valuable tool for conflict management in her second hat, as director of the university's office of conflict management services, which consults with business and industry in the area.

Good humor, bad humor

Humor is tied up in the dynamics of power. When the boss tells a joke, everyone laughs. That's not a reason for leaders to avoid humor, but rather to use it differently. Humor can dominate or equalize, silence or empower. McCorkle described a continuum of uses:

• **Controlling humor.** "We're most familiar with humor as an instrument of control that hurts and silences people," she said. Good old boys' jokes and ethnic jokes degrade and make people uncomfortable.

There are always losers. People who use humor for control say things that would be outrageous if they didn't masquerade as wit. "Can't you take a joke?" or "just joking" they say, labeling objectors as spoilsports.

One reason women are sometimes stereotyped as humorless is that many have gotten up the courage to protest offensive jokes. Speaking up without a smile can sometimes communicate effectively; in other cases your message may get past people's defenses when you speak both clearly and with humor.

• **Social humor.** Humor can be valuable in diffusing a difficult situation. When a meeting gets tense, a shared laugh can pull the group back together and help it get on with business. Social humor breaks the tension and builds solidarity. For an individual or a small informal group, it's a great relief to laugh about a rough day at the office with sympathetic friends.

• **Empowering humor.** More than easing the moment, it brings positive growth, bonding groups and communicating difficult truths without hurting anyone. With a light touch, you can:

✓ Make people feel good about where they are and what they do;

✓ Move the group from hierarchical interactions to a more collaborative style;

✓ Suggest a new perspective or a different way of looking at things.

A job candidate faced a room of white male interviewers, all the same age, wearing identical suits. "Where did you hide all the women?" she laughed. Breaking the tension, she made her point without attacking or appearing defensive, showing she could see the situation and work within it.

• **Opportunistic humor.** This type makes the best of a tense situation. "If we're in a meeting and something goes wrong, something will happen to fill that gap. If someone spills a cup of coffee, it's an opportunity to step in with humor to relieve the tension," she said.

One day a student was sobbing in McCorkle's office about not being allowed to drop a course. Suddenly one of McCorkle's earrings popped off and flew across the room. With opportunistic humor, she was able to turn the mishap into an asset.

Humor can dominate or equalize, silence or empower.

"The situation gave us a common experience. It had an equalizing effect. We were able to talk more freely after that."

The ability to seize and lighten the moment can be used to control, break tension or empower. If we don't develop skills to use spontaneous humor wisely, someone else's wisecrack could reassure part of the group at the expense of the rest.

Learning humor as a leadership skill

Humor is a skill to be learned through study and practice. Research suggests it's well worth learning. Amid the hassles and stresses of everyday life, lack of humor is associated with high levels of burnout and low self-esteem. With the self-confidence to use humor effectively, you can reduce the risk of burnout for yourself and those around you.

It's important to be able to laugh at yourself. Low self-esteem may cause some women to put themselves down by inviting others to laugh at them. But with high self-esteem you can use your own foibles to build solidarity.

McCorkle recently gave a budget presentation when she was coming down with pneumonia. The meeting ran late and the audience was half asleep. Instead of apologizing for her conspicuous sniffles and scratchy voice, she told the drowsers, "I want you to know that sniffling and coughing are post-modern signs of enthusiasm!" They awoke with a laugh and listened more attentively than if she'd asked for sympathy.

There are pitfalls. You need to know the context and be aware of the power dynamic in the situation. If you joke without cultural sensitivity to the listener, your humor may fail to bring the group together despite your good intentions. And your humor must be sincere; a fake smile can destroy it.

If you're not comfortable using humor, find safe places to practice. Work to expand your repertoire across the continuum: from social humor to humor that empowers, from humor in predictable settings to impromptu humor in contexts you can't foresee. Humor is a powerful and positive addition to your management toolbox.

—SC

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SWAs Confront the Male Sports Culture

Even if a senior woman administrator (SWA) knew what the job is, she wouldn't have time to do it and the male sports culture might not give her a chance.

Schools name an SWA to meet a vague provision in the NCAA Code Book: "A Senior Woman Administrator is the highest ranking female administrator involved with the conduct of a member institution's intercollegiate athletics program." Lack of clarity was a recurring theme in surveys of more than 70 SWAs at Division I and Division III schools returned to Sadie Fischesser and Tonya Swearingen, doctoral students in sociology at Boston University.

Sadie Fischesser

The NCAA requirement is the main reason schools appoint an SWA. In 1994 some schools even designated a male as SWA. More typically, the SWA is a woman who is already on staff. One in Division III called her SWA role a farce: "I'm just a secretary. I have no clue how I got the title."

Multiple titles

SWA job descriptions are unclear or nonexistent:

- "Not very defined—a title only—holds no real value."
- "No clear job responsibilities."
- "No time to do it. No description of what the job is!"

One said, "These are all very important and a good goal but in actuality, I have these things on my job description but am not included in any of them. Things look good on paper, but reality has me doing little in these areas."

The lack of a clear job description doesn't leave an SWA with time on her hands. Most have multiple position titles. Half in Division I are assistant or associate athletic director and one is her school's AD. They lead staff meetings, do performance reviews, make salary recommendations and are actively involved in Title IX compliance.

It's different in Division III, where athletics departments are smaller, more academic and more integrated with the rest of the school. With several titles apiece, nearly two thirds of the SWAs are head coach of at least one women's team. They spend their day-to-day lives with student athletes and departmental busywork such as scheduling.

It's a rare AD who realizes the SWA's perspective, insight and concern can help the entire program.

"Look at the amount these women are handling. They're coaching multiple teams, being assistant AD and teaching classes. It takes a lot of time," she said. This may be one reason why only a minority are married or partnered or have children. Few SWAs mentioned concerns about balancing their personal and professional lives. They may simply not have time to develop a personal life.

Male sports culture

SWAs have three strikes against them: they're women, they're associated with women's sports and they're seen as a threat to men. "Sports, because it's so closely linked to masculinity, has an effect on the culture that goes beyond mere numbers," Fischesser said. Most SWAs are shut out of power. One spoke of "watching male administrators make horrible decisions and then picking up the pieces from his decision." Another called herself "the housewife of the athletic department."

Like women in much of academia and business, SWAs are often excluded from decision-making just because they're women. "It's hard to be a team player when you aren't even on the bench," one said. They're left out of the information loop and their word carries little weight. "The men go out for a beer after work and make decisions. If you aren't there, you aren't there," Fischesser said.

They're also shut out because men pigeonhole them as concerned only with women's sports, especially in Division I. "Women's sports aren't considered real sports," she said. The male AD is responsible for all athletics although he may take only men's sports seriously. But despite her administrative rank, the SWA is assumed to care only about women. It's a rare AD who realizes the SWA's perspective, insight and concern can help the entire program.

Tonya Swearingen

One wishes she were seen "as the eyes and ears of the women's programs, not as Title IX police or a person who is trying to bring forth the demise of men's athletics." In Division I, where athletics programs have more autonomy and few sports turn a profit, SWAs rate gender equity and Title IX compliance high on their list of duties. Male colleagues accuse them of diverting resources from "real" (men's) sports to women.

Other administrators can help

Division III SWAs are excluded from power too; "When I offer information, it's like talking to a brick wall." But they're less bothered by competition between women's and men's sports than the lack of support they feel from the college or university:

- "Administrators are the enemy."
- "Administration unwilling to accept women in administrative roles."
- "Not all institutions feel they must have a female in this type of role. It is especially difficult for very small programs to justify the need for two administrators."

Undervalued in their department and overworked to meet the demands of multiple jobs, SWAs need support from other administrators on campus who can:

1. Take steps to alleviate the number of different professional positions SWAs are juggling.
2. Involve them in broader institutional decisions instead of confining them to athletics.
3. Make sure they have a network of women they can talk to. "Other women administrators need to reach out to support women in athletics departments. Women need to reach out to each other," she said.

—SC

They spoke at the National Association for Women in Catholic Higher Education conference in Washington DC in June 1998. Call Fischesser at (617) 552-4198; e-mail fischess@bc.com E-mail Swearingen at swearint@bc.com

Tips to Present Your Best Self in Public Speaking

To be a better public speaker, first you need to know yourself, says the author of *Who Do You Want To Be? The Art of Presenting Yourself With Ease*. Unless you're comfortable with who you are, you won't convince your audience of what you want.

Self-image and self-talk make the difference, asserts author Glynn Bedington. If you're always telling yourself what you can't do, and who you aren't, you'll never give yourself the opportunity to imagine and achieve what you can. An actor and director who is also a public speaker and trainer, Bedington uses acting and directing techniques to prepare for presentations.

Seven Steps to a Perfect Presentation

*1. **What do you want your audience to gain?*** Clarifying your goal will guide your choices.

*2. **What action do you want your audience to take?*** To be valuable, your energy must be turned into action. Transform your thoughts, ideas, or message into commands for action: "Go back to your office and decide which of these recommendations you can implement," or "Ask yourself what you can do right now to contribute to this goal."

*3. **What conclusion do you want your audience to reach?*** What one idea would you like to be foremost in your audience's minds? The clearer your concluding image statement, the more readily your audience will remember it.

*4. **What three** really important points **sum up your presentation?*** Three points are easy to remember and connect. If you think you have more than three, you need to simplify. List all your ideas and look for commonalties. Make each idea help clarify the other two.

*5. **Why is your presentation important to you? To your audience?*** The two answers may differ. When you identify what's important to you, you can better communicate your commitment. It may not be the most important thing in your life in general, but it must be the most important thing at the time of your presentation. Conversely, when you discover what's important to your audience, your understanding of the similarities and differences between them and you allows you to build on what you have in common.

*6. **What exactly is your viewpoint?*** Let people know up-front, which can be challenging, because you're making a public commitment to your vision. If you're vague or unclear, your audience can only guess at your real message, creating misunderstandings and unpredictable outcomes.

*7. **What is your real subject?*** Obviously, you have to understand your subject before you answer the first six questions. But the true subject—the reason you're presenting in the first place—may be entirely different. Finding the "subject behind the subject" allows you to address the point, issue or idea that might otherwise stand between you and your audience. A talk about global economics, for example, might actually be a plea for cultural understanding.

In putting together your presentation, use this order. But when you present, Bedington recommends reversing the order: true subject, viewpoint, importance, main ideas, conclusion, action. Going from general to specific helps direct your presentation to the action steps that you want your audience to take. Don't include *intention:* carefully developing the parts that communicate your intention will go much further than stating it outright.

Technical support

Although technical concerns are *secondary* to a well developed presentation and can't make up for a lack of vision or purpose, they can certainly enhance the show.

The podium is a set piece, a tool for expression and variety. A correctly sized podium can expand your presence on stage. It should be low enough for all to see your head, neck, and chest, but high enough for you to read your notes effortlessly. Never use one that's too large or too small in proportion to your body. If it's too tall, ask for a step or a different podium. If you can't get it replaced, ignore it: Stand in front or beside it, let your notes rest on it, but don't stand behind it. You might even joke about it.

Use the podium as a home base, moving away from it during more expressive moments. Move back to it to explain technical information or to support an intellectual or conservative image. Stand behind it, leave it, lean a hand on it, or pound your fist on it!

Projected visual aids, no matter how graphic or colorful, are only supports for your presentation. *Use them only if your subject will benefit from including them.* Make sure the projection is large enough for all to see easily and clearly. Project only a single word or two: lists and sentences work better as hand-outs. If your audience is busy reading the screen, how can they be listening to you? Before the presentation, practice with the equipment and assistant you'll use, and adjust the lighting.

Microphones can be stationary, mobile, directional, cordless or lavalieres attached to battery packs. The technique is simple: Speak over the mike. Speaking too close and too directly causes irritating sounds and obstructs the speaker's face. Practice with the microphone you'll be using.

Lighting defines the mood. Meeting rooms are usually lit with general lighting that illuminates you and your audience similarly. If you can, use a spotlight. Although it can make it difficult to see your audience or put you in partial shade if not aimed correctly, it enhances your image. If your room will have additional lighting, stand in it and experiment with how far you can move around in it.

Today's campus leaders need top notch presentation skills. Consider your presentation as contributing to a dialog: The better it is, the better your chance of achieving your communication goals.

—DJ

Who Do You Want To Be? The Art of Presenting Yourself With Ease by Glynn Bedington. Silvercat Publications: San Diego.

Carolyn Desjardins' Legacy Completes the Circle

July 17 was a glorious Friday evening, the kind you look forward to celebrating every week as a reward for having made it through another five days of work.

It also marked the first anniversary of the passing of Carolyn Desjardins, former executive director of the National Institute for Leadership (NILD) in Phoenix, whose incredible spirit touched the lives of thousands of women in higher education. She was a special friend to me because we shared not only a birthday (June 6) but a spiritual bond and a kamikaze attitude.

We decided it would be fitting and proper to remember her by going to a special place to enjoy what promised to be an incredible sunset, and recall her life, her spirit and her beliefs. As a Leader Sister from the Nashville institute in March of 1997, I spent a week in her company as she taught us that quality leadership comes from within the person: "Much of this week's program will concentrate on how your personhood (BEING) affects the workplace more than your work skills (DOING)."

Delivered by the red convertible and accompanied by the little black dog Dickens, we set out for Gibraltar park, where a rocky outcropping towers 300 feet above the terrain of farm fields. The sky clouded over during the 35 mile trip, but we kept the faith that we'd be rewarded with a magnificent sunset on Carolyn's day. With a backpack filled with a picnic lunch and chilled champagne, we trudged a mile up a steep path through the woods, avoiding the poison ivy and resting amid swarms of mosquitoes. Our faith was rewarded, as the sun put on an incredible show, to the accompaniment of stars dancing off the Wisconsin river.

What was she about, anyway?

My companion had tasted but not feasted on Carolyn's banquet of thought-provoking delights, and asked what I had learned from her, and how she managed to get to me. From hundreds of pages of her writings, dozens of conversations and a few long evenings, I reflected on several of her more outrageous statements:

- "Confusion can, at times, be a higher state than certainty because it leaves you open to new things."
- "Being on the edge of chaos beats the hell out of equilibrium."
- "It's 100 times more difficult to change a university than a community college."
- "Using the word *intentions* makes what you're planning seem less threatening."
- "Women's leadership is the salvation of the planet."
- She was coming to the conclusion that, "We can't do this alone. We need the support of men to change the way things are done."

A few of Carolyn's core beliefs

Spirituality became the center of her being, which she defined as looking inward rather than upward. Three of her beliefs that resonated strongest with me:

- **Start by knowing yourself,** and valuing your personal identity, core beliefs and intuition. That's not saying to be complacent; one of the institute leaders asked us to answer several questions about our lives 20 and then 10 years ago, and finally list two changes we'd like to have occur within the next ten years.
- **Learn to value other people's gifts.** By taking the Meyers-Briggs test, we gained a perception of how we gained information, used information, made decisions and dealt with the world. From it we gained an appreciation of the diversity in how people think, behave and live. It was way beyond tolerance, rather a valuing of the ying-and-yang aspects. As an AD said at an NCAA workshop on promotions, "Each person has different gifts."
- **Life's too short not to laugh and have fun.** Whether it was line dancing or searching for bargains at flea markets, hiking in the hills or reading poetry, Carolyn took the opportunity to enjoy herself. She also collected things, mostly antiques, just as she collected the people who meant a great deal to her throughout her life. A year after her death, her daughter Sandy said she had finally managed to empty Carolyn's house of her accumulated treasures. But she would never empty people's hearts of Carolyn.

At a recent retreat for presidents of community colleges in Breckenridge CO, groups of women stood in circles and reflected on what Carolyn had meant to each of them. They wondered, "How many of us wouldn't have dared put ourselves up as candidates for a presidency without the encouragement Carolyn provided?"

Those of us whom she validated know that she's still out there, cheering us on in every sunset, as we take on ever more complex tasks. And we know that we don't dare let down either our Leader Sisters or her, because we know who deserves the last laugh!

MaryAlice

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Teamwork Helps Students Learn Leadership Skills

When Judith Plummer asked students in her course "Leadership for the 21st Century" to relate what they discussed to an activity they're involved in, a student softball coach immediately thought of college sports. The collaborative leadership model from class is one that more and more women student athletes get to practice on the sports field. And increasingly, off the field.

L to R: Margarita Rose, Liz Barrett, Judith Plummer, Michelle Cooper

Women have been told since the 1970s that they don't know how to be "team players" in the workplace because they didn't play high school football. It's ironic that teamwork models of leadership have spread recently, often by women. Side by side with more collaborative visions of leadership, there's been a huge increase in the participation of women in intercollegiate sports since 1972, when Title IX outlawed gender bias in athletics and other educational programs at schools that get federal funds.

Four women from King's College in Wilkes-Barre PA discussed a teamwork leadership model and the impact of Title IX at the National Association of Women in Catholic Higher Education (NAWCHE) conference in Washington DC in June. They were **Margarita Rose,** assistant professor of economics; 1998 graduate **Liz Barrett**, who took Plummer's course; **Judith Plummer**, director of student activities and adjunct assistant professor of education; and **Michelle Cooper,** assistant director of student activities and advisor for multicultural affairs.

Title IX and leadership development

Research shows women who participate in intercollegiate sports have a lower drop-out rate and fewer out of wedlock pregnancies. Athletics enhances their sense of self-esteem and physical strength. It gives them practice making their presence felt. It helps them feel part of the college or university, no longer limited to warm-up roles on the sidelines as cheerleader or homecoming queen.

Athletics also teaches leadership. In a vision of leadership as teamwork for social change, sports can help train students to become change agents on and off campus. "If athletics helps students to develop team leadership skills, then denying women sports is denying them the chance to become leaders," Judy Plummer said.

Catholic colleges have made better-than-average progress offering women the equal opportunities required under Title IX, Margarita Rose said. Few have big football programs, and all share a religious mission to develop the whole person in spirit, mind and body. While the role of athletics in education is sometimes hazy at schools that equate learning with intellect alone, schools with a more holistic vision see that students need opportunities for leadership development.

Rose compared the ratio of women's to men's teams at Catholic colleges to the gender ratio in the student body, a rough measure of gender equity in Title IX compliance.

Nationally only 9% of Division I schools were within 5% of parity in the number of teams; even excluding football, only 16% meet that criterion. The Catholic schools in Division I do better: 32% were within 5% of parity and another third fall in the 5% to 10% range. "It's comforting that they seem to be making a good effort, but it's discouraging that a third of the group are still more than 10% away from parity," Rose said.

Analyzing 77 coed Catholic schools in all divisions according to whether they were founded by female or male religious orders or the diocese, she was surprised to find the

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Leadership Development in the Classroom

The one-semester, one-credit "Leadership for the 21st Century" course at King's College PA is only two years old. Judith Plummer, director of student activities and adjunct assistant professor of education, based it on a social change model of leadership developed by Helen and Alexander Astin of the Higher Education Research Institute at UCLA.

The model honors seven leadership values:

1. Consciousness
2. Congruence
3. Commitment
4. Collaboration
5. Common purpose
6. Controversy with civility
7. Citizenship

The first three operate at the individual level. An effective leader knows her own strengths, limitations and values. Her actions are congruent with her words, and she has the passion to put her values into action.

The next three involve relationships within a group or team. "Students have problems with conflict. They either run away or scream," Plummer said. The course emphasizes empathic listening and reflection skills, which few students learn elsewhere.

Finally, citizenship in this model implies active involvement, wherever one is. The Astins decided there's something wrong with a college education whose graduates don't get involved in their communities. The intent of their model and Plummer's course is to prepare students for involvement in social change at the grassroots.

It isn't enough to list the values; terms like *collaboration* can mean different things to different people. "You can't just use the words, you have to live the reality," Plummer said. She requires students to apply their leadership studies to an activity or organization, and keep a notebook of their reflections.

"If you truly empower students, they will bring about change. Each person has the potential to bring about positive change wherever they happen to be," she said. She shares the Astins' hidden agenda: "to bring about institutional change and use students as the change agents."

Congruence spoke loud and clear to Liz Barrett, class of '98 and a student leader of orientation for new students. "The approach is so basic and profound. For Liz, it was like a light bulb going off," Plummer said. Barrett has worked aspects of the model into the freshman orientation program she led.

When the college dismissed a residence hall staff woman for budget reasons, leaving woman students with only a male to consult about sensitive issues like eating disorders, sexual harrassment and sexuality, Barrett got 900 signatures on a petition last spring to put a qualified woman professional back in the residence hall. That was no mean feat on a campus with 1700 full-time students! So far the college's response has been called "inadequate." Although Barrett has now gone on to graduate school at the University of Maryland, the issue will certainly be back on the front burner this fall, Plummer said.

There's been talk of adding "Leadership for the 21st Century" to the King's College core curriculum. It's not just for students who aspire to formal leadership roles. Rather, Barrett and other students say the seven values work well not just for leadership but every aspect of life.

worst parity in schools established by women. Fourteen of the 18 established by women were more than 10% from parity. On average, Catholic colleges founded by women were 14% from parity compared to 6% at those founded by men.

Apparently when they went coed, many women's colleges went overboard in trying to attract male students. At one such college, women were 75% of the student body but just 57% of student athletes, with four teams for women and three for men. Another with 73% women in the student body had nine women's varsity sports and eight for men, or nearly half the teams for a quarter of the student body. "They've done a very good job of representing the underrepresented sex, but it's not women," she said.

Visions of teamwork

The leadership model in Plummer's course is a vision of collective action. Leadership means being part of a team.

The student athlete who applied the model to sports observed a difference between her softball team and the men's baseball team in their sense of the meaning of "team." The men behaved as though winning was everything. The women wanted to win too, but they also emphasized relationships among teammates.

The women's sense of team fits the vision of leadership Plummer adopted from Helen and Alexander Astin of UCLA:

> *A leader is one who is able to effect positive change for the betterment of others, the country and society. All people are potential leaders. Moreover, the process of leadership cannot be described simply in terms of the behavior of an individual; rather leadership involves collaborative relationships that lead to collective action grounded in shared values of people who work together to effect positive change.*

The practical laboratory for learning leadership skills is a setting that lets the student be part of a team. Title IX isn't only a question of fairness, numbers and resource allocation but also leadership development. Are we giving women students the opportunities for teamwork that they need to prepare themselves to be the leaders of tomorrow?

—SC

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OCR Now Requires 99% Scholarship Equity

Clarifying Title IX requirements of gender equity in athletics scholarships, the U.S. Education Department's Office for Civil Rights last month wrote to 25 colleges and universities calling for 99% equity in scholarship aid to athletes by this fall.

Mary Frances O'Shea, the OCR's national coordinator of Title IX in athletics, wrote "...there will be a strong presumption that an unexplained disparity of more than 1% is in violation of the 'substantially proportionate' requirement."

Her letter was in response to a complaint the National Women's Law Center filed 13 months ago, charging the 25 schools with discriminating against women athletes in awarding them less scholarship aid.

O'Shea said the OCR will allow leeway for schools just phasing in scholarships for a new sport, for scholarships unawarded when an athlete changes her mind about attending a school, and for differences in aid due to in-state and out-of-state tuition.

Even if schools come within 1% of equity, the "presumption of compliance with Title IX might still be rebutted if, for example, there is direct evidence of discriminatory intent," the letter continues.

From reports in *The NCAA News* on August 3 and *The Chronicle of Higher Education* on July 31, 1998.

Stacked Search for New Tennessee Prez?

When trustees at the University of Tennessee chose six of their own to join vice-chairman William Sansom on the search committee for a new president, they didn't pay much attention to diversity. The committee includes just one female and no minorities.

As a result, the attorney who fought to desegregate the state's colleges and universities complained to Gov. Don Sundquist and may go back to federal district court. "The total insensitivity of the board of trustees to the continuing segregated status of UT is only further illustrated by this action of the board," said attorney George Barrett.

He believes half the search committee should be female, and it should include at least one African-American, citing a state law that calls for minorities to be proportionately represented on appointed bodies. Barrett's letter wound up at the attorney general's desk, where it will be reviewed as a litigation issue.

The trustees did appoint a special advisory committee to the search committee, composed of faculty, students and alumni, according to *The Tennessean* on August 11, 1998.

Three Female Presidents Draw Fire

Even after they get the top job, many women presidents still have to fight the old network. While women account for less than 20% of college and university presidents, increasingly they seem to be fair game for criticism.

• **Carol Hopson, president of Elaine P. Nunez Community College** LA, was asked to resign by a member of the board of trustees of the University of Louisiana system after an auditor reported the college's financial records were in "deplorable condition."

In six years since its creation from merging two colleges, Hopson has added new programs, increased enrollment, negotiated agreements with four-year schools and expanded the campus by a major construction project. The school has been cited as a model for a statewide effort to combine voc-tech and academic community colleges.

But the college's books are a mess, partly because of an antiquated computer system which the state refused to update at her request, and a revolving door of chief financial officers. State officials found no evidence of fraud or embezzlement, and say the college is solvent.

Hopson says she is an academician with no real financial acumen, but takes responsibility for the financial crisis and expects a public discussion about her future at the school, according to *The Times Picayune* on August 5, 1998.

• **Janet M. Finch, president of Metropolitan Community College** in East St. Louis, Illinois, is under fire for the school's shortage of students, which reportedly led to inflated enrollment reports and losing some state funding when auditors discovered discrepancies.

Two factions on the board of trustees fought for control, one supporting Finch and one not. In April, her opponents won a 4-3 vote to suspend her. The other faction succeeded in getting trustee Irma Golliday to switch her vote, and Finch was reinstated, only to be suspended again when Golliday switched sides again last month.

Meanwhile, the Illinois Community College Board set up an oversight panel to run the college, which rejected the trustees' three appointments of interim officials to lead the school. The trustees voted to go to court to challenge the authority of the state board, saying it has exceeded its statutory authority, according to the *St. Louis Post-Dispatch* on July 29, August 11 and 13, 1998.

• **Marie McDemmond, president of Norfolk State University**, is being criticized for $204,000 in renovations to the campus president's house authorized and made even before she took office in July 1997.

In November, McDemmond found the university had a $6.5 million deficit. In June 1998, she laid off 11% of the school's 1,040 employees and arranged a state loan to cover the shortfall.

Renovations included repairs caused by water damage from a leaky upstairs bathroom, replacing personal furniture and worn-out carpeting after the retirement of the previous president who had served 22 years, and upgrading the security system. Former VP of finance at Florida Atlantic University, McDemmond had demanded that university employees stay within the budget set for the renovations.

The faculty continued to support McDemmond, who remains optimistic about her future. "The faculty and the community have been marvelous," she said, "so I'm not about to say the situation's untenable. Some people have tried purposely to make it difficult. But I'm not a quitter," according to *The Chronicle of Higher Education* on August 7, 1998.

NCAA Women to Aid in Title IX Compliance

With the recent 3rd U.S. Court of Appeals ruling that the NCAA itself is subject to Title IX, its committee on

women's athletics decided in July to review the group's programs and policies for potential problems.

"We thought we'd use this opportunity to review programs, just to make sure we're not vulnerable in any area," explained Patty Viverito, committee chair. "We see this an a proactive, preventive policy. We'd like to offer a mechanism to respond to concerns and give people a fair hearing in our own system, without them having to resort to lawsuits. It's a good-faith effort to do the right thing."

The committee also expressed disappointment in how the NCAA markets women's sports. For example, the highly successful promotion "Take a Girl to the Game" was discontinued and replaced by a "Take a Kid to the Game" promotion focusing on football.

In addition, the committee noted women get fewer opportunities to compete in special events because the criteria for exempted events favors men's sports. "The criteria themselves are quite gender-neutral, but their impact has been gender inequitable," Viverito said, because men's sports find it much easier to get a corporate sponsor. As a result, they have had a huge increase in exempted events, while women have had few such events.

The committee also recommended the officiating improvement program should be offered to women's sports, especially volleyball and softball, which have shown an interest, according to *The NCAA News* on August 3, 1998.

Big-Time Campus Athletics: 'Fraud, Lies'

"It's time to stop this madness," says William Dowling, professor of English at Rutgers University NJ. He's organized a campaign to get back to building the school's academic reputation instead of its athletics program. The Rutgers 1000 group, composed of alumni, faculty and students, wants the school to drop out of the Big East conference, stop awarding athletics scholarships and stop spending big money on sports.

Comparing his fervor to doing civil rights work in the 1960s, Dowling says he's trying to change the nature of campus athletics, which he called a "lie," a "fraud" and "prostitution."

For example, Rutgers 1000 claims the school awards scholarships to students it wouldn't even accept, but they're athletes who compete for the school in Division I-A football and Division I men's basketball. To add insult, the athletes also need special tutoring and expensive practice and playing facilities. "It isn't just a money argument, it's a moral argument," noted Greg Tuculescu, a senior who helped organize the group. "The lying and deception that go on at this level are just not right."

A focal point for Rutgers 1000 is the recent hiring of Robert Mulcahy as AD, who was one of three finalists for commissioner of the NFL. He has spent the last 19 years as head of the New Jersey Sports and Exposition Authority, which operates the Meadowlands, the financially successful home of four professional sports franchises. Mulcahy's first move was to get the state legislature to spend $3 million to expand and renovate the offices of the Rutgers athletic center.

The school's football team has had records of 0-11 and 2-9 in the last two years, and the athletics department reportedly has lost $3 million in each of the last two years, excluding an estimated $3 million per year in salaries and overhead.

Because the school's athletics teams have been unsuccessful both on the field and at the ticket booth, Rutgers 1000 members hope their campaign to question the relationship between athletics and academics strikes a nerve. It's harder to get attention when the teams are successful and making money.

Endorsing the Rutgers 1000 group is economist Milton Friedman, who won the Nobel prize in 1976, after attending Rutgers, according to *The Chronicle of Higher Education* on August 14, 1998.

Business Ethics Gets No Respect

While nine of ten business schools teach business ethics to students, the schools themselves often act in an unethical way, according to a report that was to be released to the Academy of Management annual meeting in mid-August.

Based on the responses of 300 business deans, the report concludes "the ethical leadership of our business schools may be questionable at best."

Examples include 48% of the deans responding agreeing to admit a clearly unqualified student if the father donated $1 million to the school, and 37% agreeing to allow a $500,000 gift to be back-dated for a tax deduction.

At Ohio State University, Dean Joseph Alutto, who was not part of the survey, says they have a simple test. "We ask ourselves what would happen if the terms of the agreement appeared in the local newspaper and whether we could live with it. If the answer is 'No,' we don't accept," according to *The Chronicle of Higher Education* on August 14, 1998.

At the University of Wisconsin, business ethics professor Denis Collins has filed suit in circuit court against the business school for failure to award him tenure despite his outstanding record of teaching, service and publication. (See *WIHE*, July 1996, p. 24 and March 1997, p. 20.)

Collins angered school leaders by publishing articles in scholarly journals denouncing Firstar Bank for unethical practices in layoffs and criticizing the Wisconsin business school's MBA program. Firststar has endowed a faculty chair at the school. Collins is suing for constitutional rights to free speech, according to the *Wisconsin State Journal* on August 4, 1998.

Closed LSU Frat Houses May House Women

Last year officials closed two fraternity houses at Louisiana State University after alcohol-related scandals. Soon both may serve new occupants, including some Baptist women students.

The Sigma Alpha Epsilon house was closed after a pledge died of acute alcohol poisoning and three others were hospitalized after an off-campus pledge party. The Kappa Sigmas had a barnyard party that resulted in alcohol abuse, animal abuse and insulting words written on women guests.

LSU housing officials expect to house 45 students this fall in the Kappa Sigma house, while the Baptist Student Union is interested in renting the SAE house for 30 women students, according to the Baton Rouge *Advocate News* on July 15, 1998.

Feminists Report Successes at Georgetown U

Last year we reported hate messages, obscenities and death threats toward feminists at Georgetown University, orchestrated by conservative outside political organizations ("Georgetown U Under Siege for Updating English Curriculum," *WIHE* April 1997). Despite intense stress from recurrent attacks, five Georgetown feminists told success stories at the NAWCHE conference in June. Margaret Stetz, Penny Rue, Sharon Doetsch, Lisa Bowleg and Lynne Fiscus spoke on "Stresses and Successes: Fighting for Feminism at Georgetown University."

In addition to homegrown challenges from students, alums and the local community, feminists at Georgetown have the added complication of being in Washington DC, a magnet for journalists and headquarters of organizations. When national conservative groups seek media attention, the Jesuit university down the street is an obvious and convenient target.

This spring, Georgetown's president announced without explanation that the only female in top administration, the law school dean, would not be retained. Only the power of negative publicity, protests and intervention by President Clinton's attorney finally persuaded him to renew her contract.

Form useful, workable coalitions, despite our many personal differences and variations of political belief.

Women's Center expands

It's taken seven years of pressure and a 1,000-signature petition, but the Women's Center at Georgetown got needed space and staffing. Despite public attacks on the Women's Center by the campus Women's Guild sponsored by the national Independent Women's Forum, this year the center finally moved to a larger, more central space. Director Nancy Cantalupo moved from part to full time.

Margaret Stetz, associate professor of English and women's studies and faculty advisor for the Women's Center, attributed such successes to "broad networking, strategic organizing, long-term hard and demanding work by a large and shifting group of participants and a lot of backstage administrative maneuvering and argument." One lesson is the need "to form useful, workable coalitions, despite our many personal differences and variations of political belief." A corollary is "the impossibility — as well as the danger and the pain — of going it alone."

Sexual assault services grow

A Sexual Assault Working Group of faculty, staff and students has been active since early 1995. Once underreporting was corrected, they found Georgetown undergraduate women face the same rate of sexual assault as those at other universities, about 12–15%.

Chaired by Penny Rue, senior associate dean of students and a member of the women's studies advisory board, the group has produced awareness brochures, an acquaintance rape dramatization, a comprehensive policy, an anonymous reporting system and improved resolution procedures. They've trained coaches, chaplains, counselors, deans and peer companions.

A big success was the appointment of a half-time sexual assault services coordinator in spring 1997, spurring more reporting and use of services. Backlash followed when two self-styled conservative feminists distributed a booklet accusing the Women's Center of exaggerating the incidence of campus rape (*WIHE* in March 1998).

Rue listed five keys to the working group's success:

- Student, faculty and staff collaboration
- Supportive senior administrators
- Subcommittees for broad involvement
- Robust data to document the problem
- Availability of community resources

Gay and lesbian group established

After a ten-year battle, there is finally a gay and lesbian group at Georgetown. The university devoted enormous time and resources to preventing it, egged on by right-wing pressure groups. Sharon Doetsch, a graduate student in English who majored in women's studies, described how off-campus conservative organizations orchestrate and fund anti-feminist activity on campus. They've stimulated students to attack every course, activity or faculty member associated with buzzwords like *women, African American, race, sexuality, lesbian* or *gay*.

Over the past year they've targeted lesbians in particular, promoting prejudice on campus and bolstering administrative resistance. Success finally came to the gay-lesbian group in the courts: Washington DC law forbids discrimination on the basis of sexual orientation.

Some withstand student-faculty resistance

Some of the most painful experiences and lasting successes occur between teacher and student. As adjunct professor of women's studies, Lisa Bowleg encountered class resistance to anything written by women of color, lesbians or the less privileged. This fall she joins the University of Rhode Island as assistant professor of psychology.

Theology major Lynne Fiscus overcame departmental hostility through persistence, integrity and one professor's support. Her problems started sophomore year when a theology course on gender and sexuality reinforced role stereotypes. In course evaluations, she suggested ways professors alienated women students like herself: "Fewer and fewer faces said hello to me as I walked down the department hall," she reported.

Despite a growing discomfort, she decided to write a feminist thesis. "I honestly felt it was important for me to receive this degree in theology on my own terms." When she chose an African American, Diana Hayes, as her thesis advisor, a man suggested she reconsider because of Hayes' many family responsibilities. She ignored him.

She flourished and wrote the thesis she'd chosen. "Dr. Hayes was able to create a safe space within an unfriendly department," she said. "She saved my education." Fiscus graduated *magna cum laude* and is starting medical school at the University of North Carolina.

—SC

Write Stetz at the Department of English, Box 571131, Georgetown U, Washington DC 20057.

More Women Playing College Sports, But Fewer Role Models

The good news is women students participate in intercollegiate athletics more than ever before. The bad news is they do it with too few female role models. While the number of women student athletes and varsity teams continues to grow, a shrinking percentage have a female head coach.

So says the 21st annual report on *Women in Intercollegiate Sport* recently released by Vivian Acosta and Linda Jean Carpenter of Brooklyn College NY. They've gathered statistics each year since 1978, the deadline for schools with federal funding to comply with Title IX legislation against gender discrimination.

Women need to see women who can make decisions, take flak and guide their own lives and those of their athletes.

Title IX had immediate effects on women's sports, good and bad. With the number of women's teams more than doubling between 1972 and 1978, participation increased dramatically. So did membership in the Association of Intercollegiate Athletics for Women (AIAW), the voice for women's college sports in the 1970s. But male athletic directors generally chose men to coach the new teams. And when the male-dominated NCAA took over women's sports, the AIAW ended.

The same trends continued in the 1980s and 1990s. Enforcement of Title IX backed by the US Supreme Court has done far less for women coaches and administrators than for women students. Even if the only goal is to benefit students, results fall short when students don't see women as role models in leadership positions.

Playing opportunities rise

The average number of women's teams per NCAA school reached an all-time high of 7.71 in 1998, compared to 5.61 just 20 years earlier. Figures for five-year intervals show consistent growth except in the years following a period of reduced enforcement in the 1980s. All three divisions showed increases in the average number of teams per school in 1998 compared to the previous year.

Among the top seven sports, women's basketball is almost everywhere. Women's soccer, almost unheard-of 20 years ago, is now at more than three of four schools, and the number of cross county teams has more than tripled.

Schools offering top women's sports

	1978	1988	1998	change
Basketball	90.3%	97.0%	98.2%	+
Volleyball	80.1	91.2	93.5	+
Tennis	80.0	88.9	88.0	+
Cross country	29.4	82.4	86.0	+
Softball	48.4	72.5	81.2	+
Soccer	2.8	38.3	78.5	+
Track	46.1	66.8	64.9	+
Swimming	41.0	55.0	45.7	-
Gymnastics	25.9	16.8	10.3	-

A widespread myth says the only way to comply with Title IX is to cut men's sports, which feeds backlash against women and contributes to an adversarial climate on campus. Carpenter and Acosta think eliminating men's sports in the name of Title IX is unnecessary and unsound; all athletes should have opportunities for participation regardless of gender. "We encourage the use of creative rather than destructive methods for providing equity in sports," they wrote.

But a closer look suggests Title IX is a scapegoat for cuts that would have happened anyway. Two men's sports most often cut are swimming and gymnastics; women's swimming and gymnastics has also dropped since 1978, as many schools cut sports with smaller teams and replace them with sports having larger teams.

Role models on the decrease

While opportunities for women student athletes grow, their women role models have not kept pace. The percentage of women's team coaches plummeted after 1972 and has continued to drop.

In 1972, the year Title IX was adopted, more than nine out of ten women's sports programs had female head administrators. By 1998 four of five (80.6%) were headed by men, which is a decrease from 81.5 in 1996. But, women now hold 38% of administrative jobs in women's programs, an all-time high since 1978 when compliance was mandated. Of schools having a full-time information director, 14.2% are women. Of those having full-time trainers, 28.6% are women.

The percentage of women's teams with female coaches dropped from over 90% in 1972 to 58.2% by 1978 and soon fell below half. The year 1998 was the second worst year ever for the rate of women's teams having a woman head coach.

Women's teams coached by women

1978	58.2%
1983	56.2%
1988	48.3%
1993	48.1%
1998	47.4%

"The situation is more poignant when we see the number of jobs increasing. Women need to get a larger share of them," Carpenter said. In the past two years, there were 667 new head coaching jobs for women's sports, but most went to men. Male ADs, who make 85% of the hiring decisions on coaches, say they're "just choosing the best candidate for the job." They lament that not enough women apply, but they recruit coaches for female and male teams differently. For male teams, they look for the best coach available and see what it would take to get the person to campus. For female teams, they often simply choose from among the applicants. There are two big problems with the best-candidate argument:

First, if hiring were gender-neutral, more women would coach men's teams. Women coach only 2% of men's teams, usually in sports like tennis, cross country, swimming or track, where women and men often practice together.

Second, both women and men students need to see women in leadership positions. "They need to see women who can make decisions, take flak and guide their own lives and those of their athletes," she said.

—SC

Contact Linda Jean Carpenter, Professor of Physical Education and Exercise Science, Brooklyn College CUNY, 2900 Bedford Ave., Brooklyn NY 11210; (718) 951-5514

Equity and Equality in Measuring Faculty Productivity

By Dr. Elizabeth G. Creamer, EdD

How should administrators address faculty women's publishing productivity, and why has it historically lagged behind men's?

Elizabeth Creamer

There are two ways to pose the question: First, how can administrators support women so they can be more productive? Second, how can administrators enlarge the academic reward structure so it values both women's and men's accomplishments? My recent book, *Assessing Faculty Publication Productivity: Issues of Equity* (June 1998) is presumed to address the first question, when it actually addresses the second.

The second question implies the academic reward structure is built on unspoken assumptions that reflect largely male qualities and a male life cycle. (This is a classic example of the feminist argument that equity does not always mean equality.) In the past, it's been a victory to have the same measures applied equally to both genders. The next step is to scrutinize the traditional measures and recast them in a way to assure that women and men operate on a level playing field.

The next step is to scrutinize the traditional measures and recast them in a way to assure that women and men operate on a level playing field.

System rewards quantity

Many would argue that there is a single, monolithic measure of faculty research productivity: quantity of scholarly publications. In every academic field, a very small group of academics described as "prolific" produce a large proportion of the publications and get the lion's share of citations. These same people also hold key editorial positions, so they also are gatekeepers for what emerges in prestigious publications. By holding dual roles, prolific publishers play a very powerful role in shaping the discourse in an academic field.

The gap between women and men faculty in publications has narrowed substantially in many fields in the last 20 years. There are no longer substantial gender differences in average publication levels among the vast mid-range of faculty who have published between one and 50 journal articles, according to the 1989 HERI faculty survey.

But women are still disproportionately over-represented among the non-publishers. About 43% of women, compared to 23% of men who responded to the survey, reported never having published a journal article.

Women faculty are also under-represented among the prolific, defined as having published 51 or more articles, 0.7% women faculty compared to 6% men. This condition has significant implications for not only the role women play in impacting the knowledge in a field, but for their success in the traditional academic reward structure.

'Objective' qualities disregard women's lives

Consider the following key items on a traditional list of so-called "objective" or "universal" qualities associated with prolific scholars, and how inappropriate they are to the life cycle and experiences of most women and minority faculty:

- Early publishing success, generally during graduate school and through co-authorship with a well-known, senior mentor.
- Sponsorship by an eminent, senior scholar.
- Graduate degree from a prestigious department and school.
- Prestigious post-doctoral fellowship.
- Lack of career interruptions or periods of unemployment.
- Faculty position in a prestigious department at a research university.
- Listing as first or single author on most publications.
- Citations by male colleagues in the same network.
- Pursuit of mainstream research.

The above criteria above are considered "objective" standards because they're measurable and "weed out" a lot of people, both non-standard men and a disproportionate share of women and minorities. Continuing to use the same, single-minded measures of faculty scholarly productivity is one factor that maintains the homogeneity of the American faculty.

Women are different

Each of the above is significantly more likely to characterize the experience of men than that of women and minorities, for many reasons, including:

- Timing of life/career decisions. Women are up for tenure during peak child-rearing years. Compared to men, women faculty productivity peaks later.
- Women tend to teach more classes and fulfill more service roles like advising and serving on committees.
- Women faculty tend to co-author publications.
- Women faculty are more likely to choose non-mainstream topics and methods.
- Women faculty are more likely to write books.
- Women are more likely to be cited by other women.

Each of these seemingly small detours on the traditional path to the faculty hall of fame has a long-term, cumulative impact on the success of faculty women.

A reward structure valuing women

Without considering the criteria to evaluate the equally important faculty functions of teaching and service, I propose expanding the range of measures used to evaluate faculty publishing productivity. These measures acknowledge valuable strengths women are likely to display, without devaluing those most characteristic of men.

✔ Redefine 'usefulness'

The impact of a scholarly publication is one of the primary criteria used to evaluate faculty research performance. Although most journal articles never receive a single citation, formal citations to a person's work are often used as a primary indicator of impact.

Since counting formal citations as a measure of impact has a number of disadvantages that de facto penalize

women, I suggest expanding the definition of usefulness to:

• **Value co-authorship.** The virtual erasure of the names of co-authors by the indexing convention of attributing the work only to the first or sole author. In addition, the use of citations as a measure of quality assumes that the primary, if not only, audience for scholarly publications is the small circle of other scholars who are active as publishers of journal articles.

The demands of the increasingly complex and interdisciplinary nature of much scholarship weigh against academe's long-term infatuation with the idea of creativity, innovation, and knowledge as the product of solitary genius. This ideal is manifested in that the most prized publications are those where a faculty member appears as the sole or senior author of a publication, and thus establishes her or himself as an independent scholar. A department head in a college of business at a research university recently told me this is now so difficult to achieve that a single, sole authored article in a top journal is the primary criterion they use for tenure.

It may not seem controversial to suggest awarding as much credit to a publication with several authors as one with a single author. It is one way to reward mentoring and to support faculty who provide both graduate and undergraduate students critical educational experiences. Because many women have demonstrated a preference for non-hierarchical work styles, changing this aspect of the traditional academic reward structure is the single step that would go furthest to acknowledge the work of women.

These measures acknowledge valuable strengths women are likely to display, without devaluing those most characteristic of men.

• **Value wide as well as deep impact.** Redefining impact to include usefulness would recognize academics as just one of many potential audiences that can be impacted by the scholarship of faculty. Others include: practitioners or non-academics in a field, graduate students and the public at large. It would acknowledge the significance of publications that appear on the syllabi of graduate and undergraduate courses, as well as on the reading lists for summer institutes or other types of development workshops that have the potential to have a long-term impact on policy and practice.

Evidence of an impact on wide audiences could also come from being cited as a reference in unpublished works such as dissertations, conference presentations, and popular media. When included as peer reviewers, representatives from these audiences could attest to the breadth of impact of a faculty member's work.

• **Value a variety of scholarly communications.** Even after accepted for publication, a journal article may not appear in print for several years. By then the knowledge is far from new. Particularly in fields where knowledge changes rapidly, scholarly communication among the most elite occurs in other forms, such as through the exchange of manuscript drafts, electronic communication and preprints that occur long before publication. This is when faculty receive the most timely and valuable feedback about their ideas.

Rather than prizing journal articles as a single mode of scholarly communication, I suggest rewarding multiple forms of scholarly communication. Some of these may have a relatively short shelf life but reach a wide audience. These include electronic publications, presentations at conferences (most of which never appear in print), and other forms of scholarship that may not use the written word for its communication, such as speeches and performances.

Reports prepared for grants or recommendations supplied to a small business, school or college, or hospital as the result of a consulting opportunity can also be viewed as evidence of the application or integration of knowledge.

Textbooks and full length books, often devalued because of the supposed taint of commercialism and popular appeal, are examples of forms of scholarly communication that have a longer shelf life and put a premium on making knowledge accessible to a broader audience.

✔ **Embrace diverse career paths**

Women and minorities often face the double bind of having career interruptions or delays that result from lack of opportunity interpreted as a lack of drive, ambition or focus. An academic whose career path doesn't fit the model of the early publishing success often loses out in the competitive world of faculty hiring.

While often a "quick fix" to a temporary problem, hiring women and minorities in temporary, low status positions can have disastrous consequences to their long-term chances of competing successfully as faculty. Intentionally seeking tenure-track candidates with varied career paths will contribute to the diversity of today's faculty and, in turn, the diversity of the student body.

Look ahead to equity

Traditional discussions of women's publishing productivity essentially ask what can be done to make faculty women's records look more like that of top-producing faculty men. The goal is equality; the charge is to nullify the argument that women have not earned tenure as rapidly and at the same rate as men because they have not performed at the same rate. This approach may open the door to more opportunity and resources to make equality possible. Top on the list to make this possible is the access to colleagues with similar interests, and the time and work assignment to create the opportunity for original scholarship.

A second approach asks for an expansion of the criteria used to assess scholarly productivity. This requires a broadening of both the types of scholarly exchange that are rewarded, and a refusal to take an exclusionary stance on the legitimate audiences for scholarship.

This is a call for equity, rather than equality. ■

Dr. Elizabeth G. Creamer is an associate professor in Women's Studies and Educational Leadership and Policy Studies at Virginia Tech, after 16 years in administration. Copies of *Assessing Faculty Publication Productivity: Issues of Equity* are available at the ERIC Clearinghouse on Higher Education, (800) 773-3742; FAX (202 452-1844.

Tips for Success in Your Next Job Interview

After much soul-searching and talking to the cat, you've decided it's time to move on from your campus job.

Having identified the type of position and campus environment you'd prefer next, you've applied for several jobs. Eureka! You've made the short list for what looks to be your dream job. Soon you'll be auditioning with the search committee, and the cat won't be in the audience. It's time for serious preparations.

Before you go on stage

• **Scrutinize all materials** the search committee sent, as well as the job announcement itself. You're looking for clues as to what they really want, and how the job fits into the school's mission. Remember, the announcement may have been written by a committee that's looking for the ideal, not a mere human.

• **Check the school's Web site** to get the look and feel of the place. Would you be comfortable there?

• **Network with colleagues.** Considering any need for confidentiality, ask those you trust to share what they know about the school and the department. Here's where it's nice to have contacts on other campuses, whom you've met previously at conferences.

• **Research the position** as thoroughly as possible. If you can, talk to people in the unit, especially the incumbent. Discover the issues and the challenges in the position. Don't hesitate to contact the search committee chair for additional information or documentation.

Don't feel as if you're spying; the search committee will be impressed that you have the interest and initiative to investigate, according to Greg Moran, academic VP at the University of Western Ontario. "One of the things you're looking for in leaders is the initiative to inform themselves and put themselves in a position to make wise decisions."

• **Research members of the search committee** to discover how each fits into the organizational structure. Are there any personal or professional axes being ground?

• **Prepare a list of questions you'd ask in the interview if you were on the search committee,** and your responses. There should be no surprises once you're on stage. People like to hear stories of your past behavior, so they can predict how you'll act in the future.

• **Write out and memorize your opening statement** carefully. Make it just long enough to demonstrate that you've given the position a lot of thought, and you believe there's a fit with your abilities. Because this statement sets the tone for the rest of the interview, take the time to do it well.

• **Prepare your list of questions of the committee.** You too are conducting an interview, and you need answers to the questions that have come up in your background search based on what you've learned from your informants and reports.

In the spotlight

At the interview, be proud you've made the short list and confident that you can offer what they need in the position. Now it's just a matter of convincing them!

• **Be yourself.** Don't pretend to be someone you're not; even if they hired you on that basis, it's not worth the grief. "You don't want the job if they don't want you, if you're trying to be somebody else," says Libby Dybikowski, former vice-provost at the University of British Columbia and now a partner with the international executive search firm Pinton Forrest & Madden.

If members of the search committee don't believe there's more than one effective leadership style, you probably don't want to work there anyway.

• **Make frequent and sincere eye contact** with all members of the search committee, and pause in your presentation to give them time to ask questions.

• **Be as concrete as possible** in answering their questions. For example, if asked how you'd solve a specific problem such as a conflict between faculty members, describe how you solved a similar problem in the past instead of relying on a hypothetical answer.

• **If you're stumped for an answer, don't bluff.** Admit it and explain how you'd search for the correct answer. "Insincerity or bluffing in interviews can really damn a person quickly," explained Ronald Bond, academic VP at the University of Calgary. Add it to your list of questions to prepare for your next interview.

• **Recognize the limitations of your outsider's perspective** during the interview. Nothing is more irritating to insiders than a candidate who believes it has been all screwed up in the past and she knows perfectly well how it should be done.

• **Remember that you're in a fishbowl** the whole time you're on campus. Bad manners, questionable jokes or racist or sexist comments can torpedo your chances, whether they're in the ladies room or at the dinner table. They want to hire somebody they'd like to work with.

After the reviews

Having done your best on stage, wait for the reviews with full confidence that you're done, and now it's really out of your hands. Search committees select candidates based on qualifications, experience, specific skills or knowledge of a particular type, and internal factors specific to the environment: "We need an insider for continuity" or "We need an outsider to shake things up."

• **Send a brief follow-up letter to the chair,** saying thanks for the opportunity to meet with them, and explaining items where you may have foundered.

• **If you didn't get the job, ask for feedback** on who got it and why, remembering that the answer may be limited by the need for confidentiality. Chalk it up to a learning experience for your next audition.

"Don't be discouraged by the fact that you didn't get the first job or two," Dybikowski says. "Just going through the process is helpful, so that in time you don't become as focused on the process and can start focusing on the substance."

—MDW

Based on an article from the July 1998 newsletter of the Senior Women Academic Administrators of Canada (SWAAC), with additional information from *WIHE* sources. For more info on SWAAC, contact Jan Van Fleet, secy/treasurer, at the University of Western Ontario, (519) 661-2055; e-mail vanfleet@julian.uwo.ca

'Fear Factor' Challenges Women in Catholic Higher Ed

We have all known fear: the clutch in the stomach when an individual in power threatens, intimidates or imperils our plans. Women in higher education regularly confront fears regarding campus controversies, course topics and even personal sexual orientation. Yet the fears and the issues differ from institution to institution, from public to private higher education.

Pat McGuire

People who identify themselves as feminists face a concern about being misunderstood in both public and private institutions, according to Pat McGuire, president of Trinity College in Washington DC. There is an element of tension around academic freedom, since a college is "a place to challenge and test the conventional wisdom," she said. "It's how we learn and discover truth."

Although some specific fears menace women in Catholic higher ed, many of the same issues threaten women in secular schools, in different clothing. Strategies to help women are often similar.

But Catholic colleges often have an added element, McGuire explained. "Our faith through its formal organization has already defined truth that may not be challenged. There is a fine line between what has been defined as truth and cannot be challenged" and issues open to question. "Few on Catholic campuses want to fly in the face of Roman Catholic truths," she said.

This situation "poses an inherent tension," McGuire said. For example, the pope has issued a statement that women's ordination is not permissible. "Good Catholics are now asking: 'How do I know where to stop short and not cross the line?'" she said.

There is the fear of being a stranger in both lands," while intending and wanting to be both a good Catholic and a good academic. "It's along that narrow line where most of the private conversations occur" between bishops, college presidents and other concerned Catholics, McGuire said.

Sometimes people become concerned about issues that really are non-existent problems, McGuire stated. One Trinity junior faculty member thought using a particular art textbook might not be permitted, since it contained work by a controversial artist. "But that is a matter of academic freedom," she said. "We would not have a problem with the text."

Identify true Catholic issues

"The problems that I see tend to be more garden variety," McGuire continued. "People ask, 'Can I do this?' or 'What would happen to me if I did that?'" These questions are "usually some other kind of issue that comes out of the public climate we deal with that makes people confused about what is and is not acceptable," she said. They are not really Catholic issues. These situations point out the need to communicate "what we're really talking about," McGuire noted.

Margaret Stetz, associate professor of English and women's studies at Georgetown University, agreed that questions sometimes arise close to home: "It's often not a question of going to the bishop, but what kind of flack are you going to get from alumni groups and students connected to outside organizations?" Does that sound familiar to women in secular schools?

Margaret Stetz

For example, a small cadre of mostly male Georgetown students produce a publication, *The Academy*, funded by off-campus conservatives. The glossy magazine comes out irregularly, from one to four times a semester and identifies itself as being in the Catholic tradition. "It has a special interest in targeting faculty seen as feminist," Stetz said. "I'm proud to say that I've had a recent paragraph devoted to telling me to shut up and stop speaking out in student newspapers" and elsewhere. Stetz doesn't have much fear because she has tenure, but the publication could threaten untenured women.

Untenured faculty who teach courses related to sexuality have been mentioned in newspaper and magazine articles, Stetz reported. "The administration tends to be cautious and quiet, so it's not going to send out responses energetically and promptly to defend you and support you. Catholic administrations must consider many audiences that public institutions may not have to consider."

My advice to women is always to stay within the system and work with it, because there are too many people who want us to be outside the system.

When Stetz's department changed requirements for English majors a few years ago, giving students more choice in their courses, the department received much criticism in the national media. This was "another example of how individual faculty members could feel at risk, even though the administration had supported this change," Stetz said. "It just didn't speak out as energetically as we'd hoped." (See *WIHE*, April 1997.)

Another issue Stetz identified is "the fear factor of wanting to placate alumni and of worrying whether you may become identified as a problem for some donor group." Georgetown is in the midst of a big capital campaign, and the issue is relevant for both faculty members and administrators, according to Stetz. "Faculty don't want to be seen as troublemakers by the administration, and donors may not want to support a radical department."

When the ride gets bumpy, hang on

To counteract or work around these fears, Stetz reported that she has "coped by waiting it out." When the National Association of Scholars and other conservative groups attacked the department about program changes in the *New York Times*, *Wall Street Journal* and other publications, the English faculty fought back, but there was still a period where the only thing to do was just hang in there and hang on.

"We wrote editorials and worked with the office of communication at Georgetown to get our own story out, to get the truth out," Stetz said, "but mostly we just waited for these organizations to pick their next target and move on. If they can't get an immediate victory, they move on to other schools and issues," she explained. "But it took a long time, and it was ugly. We felt very naked and vulnerable. The majority of faculty exposed in this way were women, although sex was not an issue in this case."

Strategize and pick your battles

When confronting issues, "it's very important for women in the Catholic colleges to fight the battles you can win and that are meaningful and relevant, and not to fight every battle," McGuire advised. "Separate out those that may not be real problems," she said. "I hear too much undifferentiated angst about the role and condition of women in ... all colleges," McGuire said.

"Be more discerning." It's unnecessary "to trash the whole place," she said, advising women to keep "the reaction to issues in perspective." McGuire recommended not pursuing issues that are unimportant, mostly rhetoric or anecdotal. "I don't mean to be unsympathetic, but some of the cases are the worst ones from which to make policy," she observed.

Women still definitely face many challenges, and sexism limits women's advancement in administration at all types of colleges. But "we shouldn't feel that we are alone or that our problems are unique or that we can fix them by railing against them," McGuire said.

"Those most likely to be successful are those who think strategically," she recommended. Sometimes that means going around barriers and not trying to move through them. Sometimes winning — and proving yourself in a different way — is the best revenge, McGuire believes.

"I also believe in being very honest in the right settings," she said. "You have to engage the discussion with your peers and superiors — your universe — not just with everyone who agrees with you," McGuire pointed out. "It's hard to learn how to say to your chair or bishop: 'We have to agree to disagree.' This requires some diplomatic skills."

Learn from the founders' traditions

If women in Catholic colleges face some additional concerns, they also may have additional tools to handle them. Most issues "arise out of traditions of religious orders, and a lot of our faculty don't understand this," McGuire said.

"Trying to understand more about the traditions of the founding orders could help in moving around and solving the problems." This can provide "guidance on why we do what we do and how we do it," she continued. Even if it's a men's order, most at their root have an impulse that is deeply spiritual and an education component that is "genderless," McGuire explained. "The best way to argue with the Jesuits is to become one. Rather than rejecting the traditions, use the context to open up the mind," she said.

"My advice to women is always to stay within the system and work with it, because there are too many people who want us to be outside the system," McGuire said. "The best way to create institutional change is from within."

—DG

FYI

Women in Higher Ed conference is baaack!

The 12th annual international conference on Women in Higher Education will be held January 2–5, 1999 in Charleston SC. Formerly hosted by the University of Texas-El Paso women's studies department, it is now sponsored by the National Association of Women in Higher Education (NAWE). (See *WIHE* in July 1998, p. 24.)

As in past years, women administrators, faculty and students will present papers, panels and workshops on relevant topics. Suggestions include: equity issues, women's roles on campus, non-traditional students, support systems, issues concerning minorities or students or international observations, women in their disciplines, women in sciences, career mobility, research issues, mentoring, special challenges for African-American, Latina and Asian-American women on campus.

Presentations can last from 30 minutes for papers, 60 minutes for workshops and 90 minutes for panel discussions. Proposals are due October 15. For more information, contact NAWE at (202) 659-9330 or check the Web site at www.nawe.org

What is NAWCHE?

Several articles in this and last month's issues come from presentations at the biennial conference of NAWCHE, the National Association for Women in Catholic Higher Education, held in June 1998 at Trinity College in Washington DC. Founded in 1992, NAWCHE is an organization of faculty, administrators, and students from Catholic colleges and universities, dedicated to change.

Its mission statement outlines a commitment to encouraging research on women's lives, developing Women's Studies programs, and enhancing the quality of life for women at Catholic institutions of higher education. The group is supported through individual and institutional memberships.

NAWCHE has held four national conferences on the theme of Making Connections. This year's conference subtitle was "Ways Forward: The Status of Women and Women's Studies at Catholic Colleges and Universities."

Its national office is in the Women's Studies program in the sociology department of Boston College MA. Founder Sharlene Hess-Biber is a professor of sociology and the executive director. NAWCHE publishes a quarterly newsletter called *Connections*, maintains a collection of policy statements affecting women from Catholic campuses across the U.S., and acts as a networking resource for women and men at Catholic institutions who share their goals. The Web site is at www.bc.edu/nawche

Musings from Men

"Success is going from failure to failure with enthusiasm."
–Winston Churchill, former British prime minister

"Lighting a fire in the student's heart, role modeling and nurturing may contribute more to learning than the neatest hyperlinked courseware."
– Michael Dertouzos, professor of computing and director of MIT's Laboratory for Computer Science, writing in the September/October issue of *Technology Review*.

"As the planet heads into a new millennium, as we struggle to navigate the great structural changes convulsing human society, as we pursue the grand quest for international understanding, education becomes more than ever the antidote to catastrophe. We certainly need to know how to run computers. We need even more to know how to run ourselves."
— writer and historian Arthur Schlesinger, Jr., writing in support of a liberal education, in the September issue of *The Boston Book Review*

Catherine P. Cornelius, President
South Florida Community College

'I was casting myself in a light people hadn't seen before.'

Not every college president would face off against a wildcat to preserve the beauty of her campus. Catherine P. Cornelius did. In fact, she's taken on both wildcats and alligators to keep them from eating the swans in the wild sanctuary preserve visible from her office.

One day while watching the sun set over the campus citrus groves, she glanced at the water and saw a large animal going after a swan. "I went tearing down and coming around the corner, I ran right into it. The wildcat ran right across my toes. We stared at each other for a minute and he took off. All I can say is, we didn't lose any $300 swans that day."

As president, Cornelius generally uses more traditional means of scaring away prowlers. She's gotten some notoriety for gutsy encounters with alligators, but Cornelius downplays the cowboy reputation, saying she just wants to keep the campus she's led for 14 years in pristine shape.

A slap in the face

At age 57, Cornelius recalls just one experience with gender bias, which came when she taught foreign languages. The president had invited her and about 10 men to a workshop on campus. "We were sitting in a circle and each was saying what we thought the others would be doing in five or 10 years," recalls Cornelius. The men were seeing each other as deans or even presidents. When they came to her, they thought she might have a new foreign language lab. "They assumed I'd still be a teacher," says Cornelius. "I thought, 'Why is it that each one of them sees the men as upwardly mobile and doesn't see that in me?'"

At first Cornelius was livid. But then, "I thought maybe it's my fault for not sending out signals that I want to be upwardly mobile too." Her first step was getting active outside the college. She took a leading role at the Chamber of Commerce, and as the community started noticing her, so did her colleagues. "I was casting myself in a light people hadn't seen before. As I started making a name outside the institution, it attracted internal attention as well."

In fact, it's her major suggestion to women hoping to advance in higher ed: Volunteer and get involved anywhere you can. Her first administrative job was as director of cooperative and career education at Seminole Community College, followed by dean of arts and sciences and VP of academic affairs at Daytona Beach Community College before her current post.

"One of my philosophies is that if you're really upwardly mobile, you ought to learn everything your boss knows," she says. "Always be an understudy. I never hire anybody who I think will take a year or two to train."

The project that best prepared her for leadership was getting involved in four separate regional accreditation self studies required at schools every 10 years. "You learn about and look at everything, like going to a doctor for an intense physical," she says. "It's the greatest learning tool, and certainly better than a doctor's appointment."

Catherine Cornelius

Community college lifer

A life-long Florida resident who's worked at various community colleges for 31 years, Cornelius notes that seven out of 10 students in Florida higher education study at a community college. She loves their comprehensive nature; her campus offers everything from automotive to cosmetology to extensive programs for seniors.

But community colleges aren't always dear to the hearts of politicians, so Cornelius spends more time than she'd like lobbying at the state capitol in Tallahassee. "I make sure legislators understand that Florida's community colleges are the engine that's driving our economy. We're the ones really training the workforce."

How does she respond to reports that Florida has few top women administrators? As the state's first female academic VP, Cornelius admits there's a dearth of women at the top, but notes it's better at the 28 community colleges than at the 10 universities. Five or six women are presidents at community colleges and none at universities. Cornelius warns potential presidents that half the female presidents are single, including herself. "The job is usually 90 to 100 hours a week because of time spent in the community. It's awfully hard for families to survive."

Everyone plays a role

Ask Cornelius about leadership styles, and she relates: One Saturday a couple with a high-school-age son arrived to check out the school. The first person they saw was trimming the lawn. He greeted them, and then because no one else was around, offered them a tour of the campus. "He told them about our transfer programs and promoted the campus," says Cornelius. "I got a call the next Monday from the parents. They were so impressed that a guy mowing the grass could tell them all that information and was so proud of his institution that they vowed to enroll their son here the next semester."

That's why Cornelius starts every semester with an all-staff meeting on new initiatives, mission and anything else. "The guy sweeping the floors may meet someone at the barber shop who asks about the school, and I'd hate for him to say, 'I don't know. I just work there.'"

As you might expect from a woman who goes toe to toe with a wildcat, Cornelius has some unusual hobbies. Annually she treks to Wyoming or Montana to ski or snowmobile in the crisp, cold snow Florida lacks. Another hobby is refinishing, which she does on an old, 120-room hotel the college owns. In her free time, she goes there to scrape, plaster and paint. "In an administrative job, often you don't see results immediately. It's nice for a change."

—MC

Of Choices and Trade-Offs: Reflections on a Twisted Path

By Sarah Gibbard Cook, PhD
Independent historian and writer

If I'd known as a graduate student in the 1960s and early '70s what I learned later about academia and gender, I might have made some different decisions. But I'm not at all sure I'd be happier today as a result.

Perhaps I'd have smiled less and argued more in class. I might have decided against getting married or at least kept my original last name. I might have postponed having a child for a decade or so, though any timing brings its own challenges. If I'd understood how the informal residency requirements differ from the formal ones, I might have stayed at Harvard instead of joining my husband in Ethiopia. Becoming a familiar face on campus might have improved my academic prospects and I never would have known what I was missing.

Sarah Cook

It's all trade-offs. Whether we make them deliberately or by default, most women sooner or later shortchange some aspects of our potential for other aspects. Men too, I suspect, though the patterns are different.

Academic upbringing

I grew up on university campuses; my vision of heaven was green rolling lawns, ivy-covered buildings and endless books. My father was a sociology professor and academic administrator. My mother, limited by nepotism rules and geographical isolation, earned two master's degrees and taught French to engineering students who needed to pass a language requirement. To earn her Ph.D. would have required a three-hour commute. She was promoted from lecturer to assistant professor the year she retired.

Perhaps I was raised to fulfill my mother's dreams, though I didn't see it that way at the time. Certainly I was not raised to be a Cinderella. In the 1950s, when girls asked each other whether they wanted a family or a career, my parents told me there was no reason not to do both.

It was a good message for which I am grateful. I misinterpreted it in two ways: undervaluing my mother's choices and underestimating the challenges ahead. With youthful arrogance I assumed the previous generation's failure to combine motherhood and profession gracefully was the sum of their individual failures. If you were good enough—my transcripts and test scores rated me very good indeed—nothing could bar your path.

Undergraduate success

Four idyllic years at Oberlin College reinforced my ideals and illusions. It was not only possible but practically obligatory to aim for the academic heights, and in those boom years of the '60s there was no doubt we'd achieve them without having to sacrifice a thing. Not that we actually had women professors with husbands and children to show us how it was done.

At a meeting for senior history majors on "After Graduation, What?" a faculty panel told how to choose your graduate school, how to apply and what to expect in grad school and your college teaching career. They opened the floor to questions. A timid hand rose in the back of the room. "What about those of us who don't want to go to grad school and teach college history?" After an awkward silence, one professor took the bull by the horns. "You could do something else, I suppose. Next question?"

Harvard grad school

Grad school at Harvard was culture shock: big, urban, formal and impersonal. For the first time I had to open my bookbag at the library exit, an insult after Oberlin's honor system. I thoroughly enjoyed exploring Cambridge and Boston, and spending musty hours in the library basement using books that hadn't been checked out since 1893. My roommates and I cleaned the apartment to the sound of the Beatles and my college-boyfriend-turned-soldier came for weekend visits by motorcycle. Two months into my second year I got married.

My faculty advisor congratulated me, suggested a dissertation topic viable regardless of location and promised me a job "wherever your husband might be." In fact my husband planned to work wherever I got a teaching job, but my professors assumed the opposite. By the time my dissertation was written, my advisor had retired and the history job market had collapsed. Another professor remembered me only as "the one who went off and got married." The Harvard history faculty strove to place their "serious" graduates but took no responsibility for anyone geographically restricted by a husband. I wasn't, but it made a good excuse.

The act of choosing calls us to do our best with what we know at the time.

Not just a pretty face

In a ritual now familiar to many, I studied job announcements, exchanged 200 applications for letters of rejection and flew off to interviews where I came away as first or second alternate. I knew it was my fault: I looked good on paper but lacked charisma. One year I was the visiting assistant professor of British history at the University of Chicago, where one department member described my contribution as "decorative" and another praised my "ready smile." When they told me about the ideal man to be hired for the permanent position, they said if they hadn't found him they'd have asked me to stay—for a second year, while they continued the search.

Life went on; it usually does. Half a dozen years out of grad school I began to notice that some whose careers had started more propitiously than mine weren't getting tenure. Meanwhile I'd done odds and ends, worked two years for a publishing house, then settled into a fascinating job managing not-for-profit international development programs. My sense of failure faded, as did my willingness to relocate in order to teach. I learned a lot about international development and did some good in the world.

Life didn't go on for my husband. After his death from cancer, I stayed five more years in international develop-

ment but found myself yearning to get back into history. Eventually I left my job for a vaguely defined intent to write. Thanks to contacts and referrals from my old life in publishing and not-for-profits, within a few years I had enough freelance assignments to keep me in groceries. In time I met my new love over the Internet. Since my business was more portable than his, we agreed on his locale to start our life together.

Academics doing other things

So here I am amid the cows and cornfields of rural Wisconsin, near enough Madison to find an ethnic restaurant and far enough out to see hawks by day and stars by night. I'm here by the usual mixture of choice and dumb luck. There are a lot of us out here, women who trained for academic careers and wound up doing something quite different.

I don't advise others to follow my path. They couldn't if they tried. Besides, where I am now would not satisfy many measures of success. My annual earnings as a freelance writer are about half what I made managing international programs (though they may be higher than I'd have made as a part-time instructor). I don't have a lot of job security (though perhaps as much as a lecturer hired from semester to semester). I'm far from famous, and the things I do with the most obvious benefits to humanity, I do as a volunteer.

Trade-offs require choice

It's all trade-offs. Acknowledging that we all make choices among limited options, we need to respect each other's decisions while we challenge the institutional barriers that force women to make trade-offs that shouldn't be necessary.

The trade-offs lead us places we may never have imagined. A student having second thoughts about her choice of grad school asked if I'd ever regretted a decision. I answered, "The decisions I regret are the little ones, like not carrying an umbrella on a rainy day. Big ones, no. It's too hard to tell what would have happened if I'd done something different. I don't second-guess the past. I take the present as given and try to figure out what to do next."

Meteorologist Ed Lorenz, a founder of chaos theory, showed why it's impossible to forecast weather meaningfully more than 10 to 14 days ahead. A butterfly flapping over China can affect the weather in New York City a few days later. Life is like that. All we can predict with reasonable confidence is that, whatever path we choose, life will be both difficult and filled with opportunities to learn, love, serve and wonder.

This isn't an argument for fatalism. Like anything else we do, whether voting or singing a solo or running a marathon, the act of choosing calls us to do our best with what we know at the time. Then we live with the results and move on.

Here I am, happy where choice and circumstance have conspired to bring me. Perfectly satisfied? No, I still face choices between imperfect professional alternatives. Happier than I would have been had things gone differently? There's no way to know and I don't give it much thought. "To live is so startling it leaves little time for anything else," Emily Dickinson wrote. I'm happy enough.

E-mail her at sgc@mailbag.com

When One in Power Harasses You at Work

Trust your instincts.
If you find yourself saying, "I can't believe this is happening to me," believe that it is.
If you don't care much for your job or school, quit and find a better one.
If you're invested in your job and school, do everything to preserve the relationship that threatens your work life.
If despite your best efforts, you feel the relationship is beyond repair, report your concerns and seek a transfer.

Then hope for the best and prepare for the worst.
Hope that the school values you as a member of its community and is committed to constructively resolving things. But...

Be prepared for more harassment, not less.
Be prepared for the cold shoulder or the polite smile by colleagues.
Be prepared for smooth talk and no action by the school.
Be prepared to lose your job and/or your professional standing.
Be prepared to get sidetracked or derailed in your career.
Be prepared to file a legal complaint of sex discrimination.

Then beg a good lawyer to take your case on contingency.
Seek the support of people who love and care about you.
Forget about everybody else and what they think of you.
Pray that nothing else BIG goes wrong in your life.
Give thanks every day for the good things in your life.
Curse the limitations of the law.
Laugh at the absurdities of the law.
Look for validation outside of the legal process.
Know your bottom line.

Determine that whatever the outcome of your legal dispute, you will use what you learned from your experience to:
Derive positive energy and rich insight;
Rebuild your professional identity;
Grow stronger, more savvy and generous of spirit.
Recognize that as a matter of principle, you would do the same thing all over again;
But that as a matter of circumstance, you won't allow it to happen again.

Writer Marjorie Hutter dedicates this narrative poem to her two young daughters, Simone and Grace.

Anticipation is a Wonderful State

Anticipation is an unbalanced condition, resting firmly on the past while involved in the present, but looking forward to great things in the future.

Resting firmly in my chair as I put the frosting on this September issue before it goes to press, I'm looking forward to a wild weekend campout with former and present members of my hockey teams over 25 years.

We work at fun

Of course, first there's work involved: Dragging a musty tent from its basement cubbyhole and checking that all the poles are there and the zippers work, searching for the misplaced Crazy Chair that lets you tip back and relax around the campfire, getting daughter Liz to wash my sleeping bag that accompanied her to a camp counseling job this summer, and planning the culinary aspects of the expedition.

But the real anticipation is in seeing old friends and their families, whose growing children help us mark the years since we played hockey together on the lakes and ice rinks. I'm told Marly Rabinowitz won't make it back to Wisconsin from Vermont; I was hoping to get reaquainted with her son. Last time I held him, his diapers needed changing, which he'd love to be told now that he's about 11.

But Pat Groeschell will be there from Colorado. I well remember her encouraging my daughter Liz to try out a toy camera that squirted water when you pressed the shutter, pointing it at her day care providers at a women's basketball game. I can't wait to teach her two young sons a few tricks to play on their mother. Paybacks are tough.

Planned activities include water sports with kayaks, huge inner tubes and squirt guns. Hard telling what unplanned events will transpire, but there's sure to be a lot of "remember whens." And we're probably too old and experienced to get arrested for doing what we did way back when. I expect to laugh and move a lot.

Beyond our wildest dreams

I'm sure we'll gossip about the new University of Wisconsin varsity women's ice hockey team that hits the ice next fall, and compare it to our first years, and even last year. There are just a few differences:

- **Equipment:** We used old magazines for shinpads 25 years ago; the short ones used *Time*, the taller ones used *Life*. On the new varsity team, they'll all be wearing brand new Reeboks selling for $129.99.
- **Game facility:** We've sometimes had to shovel the outdoor rink before we could play. They'll have manicured rinks, a Zamboni at their disposal and even hot water for showers.
- **Accommodations:** We crammed up to 15 players in a hotel room, using a window facing away from the main desk as a door. They'll be in much more civilized quarters, two to a room.
- **Food:** We used to stop at the Eau Claire Wendy's on the way to Minneapolis. Pat taught me how to line the cucumbers around the perimeter of the bowl, so I could pile on more of the all-you-can-eat salad bar. Now they'll have a meal allowance for real food.
- **Schedules:** More than once an opponent stood us up at the rink, even their own! They'll have firm schedules with opponents arranged well in advance.

Liabilities of civilization

On the other hand, there'll be something lost for these young women, now that the competiton is more formal:

- No longer will players be able to have a beer to celebrate a victory — or a defeat, according to NCAA rules.
- No longer will players be able to decide which of several university club teams to play on, based as much on social aspects as playing ability.
- No longer will the players tell the coach what to do, which is how we earned the nickname "The Uncoachables" last year, as preserved on team hats. A coach who earns $65,000 a year will be listened to.
- No longer will players be able to decide which road trips to go on as they fit into other elements of their lives.
- No longer can a player put peppermint schnapps in a game water bottle without an NCAA investigation.
- No longer paying for it, players can't expect the game's overall objective to be just to have fun, not to win games above everything else. We hope the fun of the game isn't lost on coach Julie Sasner, recruited from Cornell, where a teammate skated as an undergrad. We've loved the sport too well and waited too long for it to win varsity status.

The last time a Wisconsin club team went varsity, only five club members made the team's first year team, and only one the second. One of the current hockey club players is a friend of my daughter Liz; she's planning to try out for the varsity team next year.

I hope she makes it, because then it will have come full circle. Those who pioneered hockey at Wisconsin, some of whom will be sitting around a campfire this weekend, will finally have the last laugh.

Mary Lee

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Speaking Up in the Classroom: What's the Difference?

If only there were one simple way to improve education for women and students of color, like reducing class size or encouraging informal discussion. But studies are contradictory; what works in one context fails in another.

Classrooms with well-balanced participation by race may show serious gender imbalance or vice versa. A recent study funded largely by the American Bar Foundation (ABF) reveals crosscurrents among factors like school status, teaching style, class composition, the teacher's race or gender and even where the teacher went to school.

Elizabeth Mertz, principal author, is a research fellow at the ABF and associate professor of law at Northwestern University IL. Her co-authors were Wamucii Njogu of Northeastern Illinois University and ABF project manager Susan Gooding.

They taped and analyzed classroom dynamics in first-year contracts courses at eight law schools across the U.S., ranging from elite universities to a local night school. Their findings about "difference" by gender and race have implications for education far beyond law schools.

Why participation matters

Many ask Mertz why she cares about class participation, since some very quiet students earn good grades.

Participation has been linked not only to school achievement but also to self-esteem and a sense of inclusion. "You may do well but feel you don't belong," she says. Whether or not performance suffers, a situation that lowers self-esteem and makes students feel excluded is not good for their emotional health or professional future.

Participation and self-esteem go hand in hand. White male students rate themselves highest in both; women of color rate themselves lowest. But participation seems to be more a matter of race, while self-esteem is more a matter of gender. Compared to men of color, white women report higher levels of class participation and lower self-esteem.

Alienation is an issue for both minorities and women. The isolation many students of color feel at large, mostly-white universities is deepest for women of color. Highly-ranked law schools alienate more women than men, especially among high achievers. "There seem to be big differences among law schools in terms of how at home women feel there. Even if women did very well in terms of grades, they didn't necessarily feel at home," Mertz said.

Classroom talk

In addition to lecture and discussion, traditional legal education generated a third teaching style called the Socratic method. It's a highly structured dialog in which the professor presses a point by repeated questioning of one student at a time, perhaps spending an entire hour grilling just three or four students. Socratic classes are intimidating for some students, intellectually exhilarating for others. The technique has grown less rigid over the years, especially among younger faculty.

Elizabeth Mertz

Of the eight law professors in the study, the three white males trained in elite law schools used the Socratic method most formally. Another man used a mildly Socratic approach and one depended chiefly on lectures. The three women were more informal. One mingled conversational, Socratic and lecture approaches while the other two conducted very informal discussions.

Socratic structure and content tend to marginalize women and minorities, Mertz said. It can't be entirely avoided, since white males dominated the history in which American law was developed. The effect is that some students feel invisible as well as silenced. The three very Socratic classrooms in the study were among those where male students spoke the most. Whites dominated the discussion in two of the three.

One might think a free-wheeling classroom at the opposite end of the scale must be the most inclusive. Not so

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Where women speak up the most

The three most informal classes were taught by women. They were also the three smallest classes in the study. In two of those classes women talked more than men. The third is a startling exception.

One was a night-school course in a local law school, taught by a white woman who'd been trained at a regional law school. Her teaching style was less formal than the men's, with some Socratic dialog and some lecture. The 76 students were about 33% female and less than 7% students of color. Relative to their numbers, women participated in class discussion slightly more than men.

The second, also at a local law school, had a white female professor whose training had also been at a local school. Her class of 53 was highly informal, marked by use of first names and lots of student initiative. About 11% of the students were racial minorities; about 55% were women. Again, women talked slightly more than men, especially two women who together took up 15% of the class time. By race as well as gender, this class had the most egalitarian participation in the study.

'Advantage' not always an advantage

The other highly informal class was at an elite school and was the smallest class in the study, with only 32 students. Taught by a woman of color whose law degree came from an elite school, it included 47% students of color and 56% women. Conventional wisdom would call this an ideal environment for women to thrive.

Mertz and her colleagues were surprised to find the exact opposite. This class had the widest gender disparity of the eight. It was not just a quirk of the particular teacher or class. Across the board, the study found men spoke proportionately most often and longest at the elite or prestige schools. Male domination was less extreme at regional schools and minimal or absent at local law schools, which achieved the greatest gender equity.

The negative effect of an elite school seems to cancel out whatever advantage women get from having a female professor. The reasons aren't clear. Such schools may put enormous pressure on faculty or students to conform to social conventions like yielding the floor to men. Perhaps women students from elite backgrounds have been socialized to use submissive conversational styles. If there weren't one or two exceptional women in each class who talked a great deal, the results at elite schools would have been even more skewed in favor of men.

Pitfalls of open discussion

Informal discussion can be a great asset or an enormous liability. The two most free-wheeling classes in the study fell at the opposite extremes in terms of women's participation.

"Small class size and informal style do not guarantee increased participation by women.... Smaller, more informal classes may simply encourage the dominance patterns found in ordinary talk," Mertz wrote. When ordinary patterns prevail, men volunteer more than women, talk longer and interrupt freely. Even a woman teacher is subject to male interruption.

On the other hand, the egalitarian success of a woman professor at a local law school shows that small informal classes sometimes work extremely well, "providing more congenial settings that bring out quieter students intimidated by large classroom settings." In different contexts the same teaching style can have opposite results.

The race factor

Students of color spoke up more than average in the two classes with teachers of color. Those were also the classes with the largest proportions of minority students, 47% and 24% respectively. Both were at elite schools. Whatever makes elite schools negative for women doesn't seem to do comparable damage to minorities.

Whites disproportionately dominated the discussion in the two classes with fewer than 10% minority students. Above that baseline, the effects of cohort size got intertwined with other factors like the professor's race and teaching style.

"It seems to matter if there's a cohort of other students of color and a professor of color. If you really want an equal opportunity learning environment, you need to keep a cohort of students of color in the classroom," Mertz said. This is especially crucial in the current climate of backlash against affirmative action.

She also recommends schools look at the racial and gender composition of their administration and faculty from the top down. "There's a trickle-down effect," she said. Just as minority students participate more with minority teachers, women at non-elite schools participate more when the teacher is a woman.

Further research may show what goes wrong for women at elite schools and why free-flowing discussion works so much better in some classes than others. The complex interplay of factors that affect class participation is worth understanding if classrooms are to be places of equal opportunity for all.

—SC

"What Difference Does Difference Make? The Challenge for Legal Education" appeared in the March 1998 *Journal of Legal Education*. E-mail Elizabeth Mertz at emertz@abfn.org

WOMEN IN HIGHER EDUCATION

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University is Liable for ROTC Harassment

Most colleges ignore what occurs in ROTC training, but that's a risky proposition these days. In August the 10th Circuit Federal Appeals Court ruled that the University of Colorado is responsible for alleged harassment of two female ROTC cadets on the Colorado Springs campus.

They claimed a fellow cadet engaged in acts that created a sexually hostile climate for them, their complaints to a superior officer resulted in retaliation toward them, and university officials ignored their allegations.

A federal district court in December ruled that the school escaped some charges by the 11th amendment, which protects state entities from some federal lawsuits, and Title IX did not apply because ROTC was an Army program, not a university program.

Au contraire, said the appeals court, citing a Supreme Court ruling in June that schools can be held liable if they knew about the harassment and did not respond. The females said ROTC was a "university-sanctioned program" and the school was liable for the harm it caused. The appeals court ordered the district court to hold a trial on the facts of the case, according to *The Chronicle of Higher Education* on September 4, 1998.

Alfred U Forfeits Football Game After Hazing

Sending a strong message against hazing, President Edward G. Coll Jr. of Alfred University NY forfeited its first football game this year and suspended six players for the season, including two co-captains.

At an off-campus party, upper-classmen reportedly tied up freshman players and forced them to drink until they vomited. After learning of the party, the football coach and the AD checked on all freshmen players that night, which may have saved the life of at least one student. Five were hospitalized.

"I want our football team to know we will not tolerate this kind of behavior," President Coll said. All members of the team will attend substance abuse classes, according to *The NCAA News* on September 14, 1998.

Tennessee Prez Search Adds a 'Two-Fer'

Bowing to public opinion and perhaps the threat of a lawsuit, the University of Tennessee belatedly added another member to its committee to search for a new president. Joining the committee of six white males and one white female is the only African American on the 24-member board, Lucy Shaw. She was added to the search committee unanimously after a teleconference of the board.

Not good enough, says attorney George Barrett, who fought to desegregate the state's colleges and universities in the 1960s. He believes the committee's makeup remains contrary to the settlement of a federal desegregation lawsuit and to a state law that requires proportionate representation of minorities on appointed bodies.

"I want them to appoint an equal number of women because half the population of Tennessee is female. I want them to appoint a proportional number of African-Americans in relation to the population," Barrett said.

The board allowed Barrett to speak at the teleconference, but only after the vote. "Since UT is the flagship institution of the state, it must lead by example," Barrett told the trustees. "The present search committee is hardly an example. Its makeup on the face is a vestige of the way things were done in the past and not representative of the way things should be done today as a matter of law or right."

Barrett says he is contemplating asking a federal court to intervene or set aside the search committee's outcome, according to *The Commercial Appeal* (Memphis) on September 1 and *The Tennessean* on September 2 and 3, 1998.

UNC Ex-Soccer Players Sue for $12 Million

Accusing head coach Anson Dorrance of sexual harassment and others of failing to intervene despite being aware of the misconduct, two former top soccer players have sued him, the chancellor and the athletic director at the University of North Carolina at Chapel Hill for a total of $12 million. The lawsuit also seeks an injunction barring Dorrance from coaching.

A national powerhouse, the Tar Heels have been NCAA national champs 14 of the last 16 years, including last year.

Debbie Keller, who was national player of the year for the Tar Heels twice while playing for them from 1993-1996, says Dorrance made sexual advances including "uninvited, unauthorized and offensive physical contact" with her and harassed her during and after her college career. Keller is expected to play a key role on the U.S. national team in next year's Women's World Cup.

Melissa Jennings says he encouraged her to drink alcohol while she was still underage, despite his knowing her Mormon religion opposed it.

Other charges include interrogating team members about their sexual activities and coercing other players to tell him about their sex lives. The lawsuit said his activities "intentionally and systematically" subjected the players to "inappropriate conduct and unwelcome harassment and thereby created a hostile environment at UNC."

Dorrance denied the allegations, saying he intended to "vigorously defend myself and this program's integrity." AD Dick Baddour said the university finished an internal investigation of the charges against Dorrance and the women's soccer program in August. "Although we found no evidence of misconduct, we did conclude his conduct fell short of the standards of good judgment that we expect of university officials," he said.

Info is from the *Chicago Tribune* and the *Atlanta Journal-Constitution* on August 26 and *The Chronicle of Higher Education* on September 11, 1998.

First Female Joins BYU Council Since 1980s

In a school dominated by men and run by Mormons, Brigham Young University President Merrill J. Bateman has appointed a woman to join his inner circle of advisors, the President's Council.

Addie Fuhriman, now BYU's dean of graduate studies

and soon to become assistant to the president for planning and assessment, will be the first woman on the council since the mid-1980s. She came to BYU in 1992 from the University of Utah, where she was a psychology professor and member of the faculty senate's executive committee.

She expects to bring a different perspective to the table. "I do understand the issues for women," Fuhriman said. "And I understand the intellectual and spiritual contribution that they make to this institution."

Fuhriman will have her work cut out for her. While the average U.S. college faculty is about 30% female, at BYU it's just 18%. Even other Utah schools do better; women comprise 28% of the faculty at the University of Utah, 27% at Utah State University and 35% at Weber State University.

BYU's associate academic VP Jim Gordon says the number of women faculty is increasing, but "our hiring pool for women is smaller than the national average because LDS (Latter Day Saints) women have not traditionally pursued doctoral degrees."

Fuhriman's appointment was recommended by BYU's faculty advisory committee's committee on recruitment, hiring and social environment. It also suggested:

- Involving more women on leadership committees,
- Intensifying efforts to provide effective mentoring for female faculty and administrators, and
- Recruiting women more aggressively as assistant profs.

Reporting is from *The Salt Lake Tribune* on August 25, 1998.

White Female CC Coach Sues for Bias

A warning to community college leaders who feel safe from charges of gender and racial bias in athletics: A female coach repeatedly passed over for promotion to athletics director in favor of reportedly less qualified males has filed a lawsuit against the school.

Karen J. Morris, who coaches softball and cheerleading at Wallace Community College at Selma AL and recently accepted the job of assistant AD, is also suing the school's president, the Alabama Department of Post Secondary Education, the governor and all members of the state board of education, which oversees the school since it has no board of directors.

The Office for Civil Rights recently granted her a "right to sue" letter based on charges of gender and racial bias.

Hired in 1989 to coach cheerleading and teach part-time, Morris became a full-time physical education instructor and coach in 1992, when she got a master's degree. She then started a women's softball team.

Since 1995, she has twice sought the AD job and twice lost out to males whom she claims are less qualified. On January 31, 1997, President Julius Brown, who is black, told her he was reorganizing the athletics department and someone from student support services would also act as AD. The next month he named Raji Gourdine as AD, who is also the full-time director of student support services.

Morris says the athletics department has a history of hiring males as coaches without advertising the positions, paying them higher salaries than hers for less experience, and including guaranteed salary supplements, summer employment and assistant coaches.

"I am not a troublemaker. I am a professional. I love my job. I love the athletes that come through the program. I help them in every possible way to further their development," she said, noting her athletes also have "had the highest GPA most quarters since I have been here," and most go on to attend four-year schools.

Info is from *The Selma Times-Journal* and the *Montgomery Advertiser* on July 29, 1998.

U of Tennessee Police Refute Low Crime Stats

Officials at many schools deliberately underreport crime statistics to make their campuses look safer than they are. But at the University of Tennessee, police officers have produced stacks of evidence that showed only one in five offenses reported to them was also reported to the Tennessee Bureau of Investigation (TBI).

By state law, schools must report all campus crimes to the TBI, which compiles annual reports.

In the past, university officials have crowed about their low crime numbers, but specific discrepancies between police records and official reports question their accuracy. For example, TBI reports show no robberies on campus in 1997, while campus police records show three reports. The TBI reports showed no rapes in 1997; while a rape call from a dorm room was classified as "miscellaneous."

The campus police documented a total of 42 offenses in 1997, including 26 for vandalism and 12 for drugs, compared to just five reported by the TBI.

University officials claim police officers are angry because recent policy changes mean they can no longer carry guns or patrol the area around the urban campus. "We put up with it as long as we felt like we could make a difference," said Chris Hunt, a longtime UTC police officer who left the department recently. "Maybe we can't report these things, but we can be looking for suspects, we know what's going on."

Hunt said officials manipulate the statistics to keep crime numbers down and student recruitment numbers up, and overestimate their population to reduce the rate of crime per 1,000 people, according to *The Chattanooga Times* on September 11, 1998.

Janet Justus Resigns as Key NCAA Leader

The NCAA's best friend to student-athletes, female administrators and gender equity advocates, Janet M. Justus is the latest top leader to decline moving to Indianapolis with the group in 1999.

Since 1984, Justus has lead the NCAA in creating educational programs and policies to serve campus athletes as students. She developed the first educational programs on life skills for student-athletes that now reaches more than 250 schools, led in the creation of an NCAA self-evaluation gender equity manual for schools, and directed seven Title IX institutes around the country to help members comply with federal law requiring gender equity in athletics.

A native of Kansas, where the NCAA currently is headquartered, Justus plans to remain until it moves next summer, helping with the transition; an estimated 75% of NCAA staff including many key leaders will not make the move. An attorney, Justus is exploring other career opportunities related to legal and social issues in campus athletics. Reach her at the NCAA: (913) 339-1906.

Go Girl! African American Female Presidents Lead with Style

By Runae Edwards-Wilson, PhD
Adjunct professor, Mercy College NY

For women of color, leadership roles in higher education institutions have been fleeting at best.

In 1991, white males held more than 65% of college faculty and administrative positions, according to the American Council of Education. "Women and minorities have been systematically excluded from participating in mainstream higher education since colonial times—minorities even more drastically than white women," assert writers Wilson and Melendez.

Research on African American female leaders in higher education reveals that they adopt the leadership characteristics of the culture at the institutions where they serve. Josephine Davis, former president of CUNY's York College, reports that these women are astute practitioners of the leadership behaviors that facilitate their tenure in higher education.

Presidents saw themselves in a precarious position, requiring a balance between power and empowerment, authority and support.

Study of 27 presidents

The study I conducted on the leadership styles of 27 African American female college presidents at four year public and private schools supported Davis' findings. Among my respondents were the first African American female president of a New York State University, the first African American female leader of statewide higher education system, the first African American female president of one of the elite seven sisters schools and the first African American female president of a Big Ten university. Looking at the respondents, one sees a myriad of characteristics that have combined to produce America's top female leaders in higher education today.

Respondents provided background information about themselves and their schools and writing samples, and 12 agreed to be interviewed. The study found that African American women successfully hold leadership positions in American colleges and universities across the spectrum of higher education institutions. Although they all hold PhDs, their backgrounds are highly varied and collectively represent many years of experience in national and international higher education.

The presidents' self-reported leadership style was participatory and team oriented, while their male counterparts' self-reported leadership style was directive. This finding agreed with those of other researchers.

An analysis of the presidents' writing samples indicated the majority were clearly aware of the existence of segregation and discrimination and against African Americans. Discussing school desegregation, one president said: "Cultural marginalization and psychological stigmatization, the last two elements of the structure of racism, are more obscure, covert, subconscious, and less obvious, although just as significant as the other elements maintaining the structure of racism."

The president of a large midwestern college wrote: "For most black Americans, one of the most important and challenging changes has been their struggle for freedom and equality in the area of education."

Who and where are they?

More than 70% of the presidents surveyed were in urban settings, well above the national average of 28% of colleges being urban, as reported in *Peterson's Register of Higher Education* for 1997.

The concentration of African American female college presidents in the survey is in predominantly Historically Black Colleges and Universities (15 respondents) or urban environments (12 respondents), where there are large numbers of minority group members, which also intimates segregation.

For most of the schools, the enrollment was between 1,000 and 5,000 students. Two presidents said they got their jobs because of their schools' needs at the time; they became the first African American presidents after their schools had changed from predominantly white at their foundings in the 1970s to now serving mostly African Americans or females.

The presidents' average age was 57, with the largest number of them being 59, somewhat older than the average white male college president who is 54, according to the 1993 ACE report "The American College President." This age difference suggests that it takes longer for women to climb the professional ranks to a college presidency.

Like their white male counterparts, the majority of the respondents were married. This finding suggests that marriage and family did not negatively affect the careers of these women and their ascension to college presidencies, which concurs with a 1977 statement by O'Leary that African American women and men view a commitment to work as compatible with the traditional female role.

Considering economic status, the study indicates that adverse financial circumstances during their childhoods had not deterred these presidents from successful careers. Three presidents told of overcoming dire economic situations, including one who came home from school to discover she had nowhere to live because her mother had spent the rent money. Another president's biography recounts how her family "barely eked out a living by raising cotton as tenant farmers." Motivation and help by church groups or individuals were significant factors in the success of these women.

Two presidents told of instances where the benevolence of others helped provide food or shelter for them. Presidents also mentioned receiving help in their careers from teachers. One president attended school as an undergraduate because a teacher got her a scholarship and another gave her clothes to wear at college.

Definitions of leadership

In defining leadership, the presidents used these terms: displays vision, inspires, team player, provides resources

and empowers others. When describing themselves as leaders, the presidents used these terms: change agent, participatory, hands-on, intuitive, humanistic, communicative, charismatic, high energy and supportive. Service and community work were very important to their sense of self. A president of a historically black college said: "You must believe in yourself and have a vision; I have a strong service orientation."

Presidents saw themselves in a precarious position, requiring a balance between power and empowerment, authority and support.

Leaders were individuals who work with people who can make decisions on their own. These presidents viewed leaders as those who work with their administrative staff to help them make the best decisions for their schools. They appreciated being well informed and usually received information through both established and informal channels. They saw their administrative staff and other subordinates as most helpful when they worked with them as allies to benefit the students and the schools.

About her own leadership style, the president of a Texas college said, "The end results and the accomplishments (of her leadership) demand careful, meaningful planning and strategizing." Another CEO said, "There is no one model of successful leadership that fits all circumstances."

Areas where the presidents reported exercising the most leadership were in governance, planning, strategic planning, enrollment and budgeting. These tasks may require team participation and are very structural, so presidents often acted as directors to get them done. Again, they reported using more than one leadership style to accomplish their goals.

The overall success of these women as leaders appeared to depend on how well they balanced varied characteristics like creativity, organization and working with others

The presidents generally practice a participatory, team oriented leadership style. Being administrators on predominantly African American, female, or urban campuses, they have a personal awareness of minority issues that helps them to resolve many campus problems.

Based on her 1998 PhD dissertation at SUNY-Buffalo.

1999 Opportunities for Women on Campus

Women in Higher Education
January 2-5, 1999 in Charleston SC
12th annual international conference
Formerly sponsored by the University of Texas-El Paso
Now sponsored by NAWE: Advancing Women in Higher Education

Provides an excellent forum to discuss issues relevant to women on campus, including equity, mentoring, non-traditional students, women in sciences, minority women, international issues and those concerned with specific ethnic groups. Exciting keynote speakers, panel discussing women at The Citadel. Contact NAWE at (202) 659-9330.

NAWE: Advancing Women in Higher Education
From the Mile High City and Beyond
February 24-27, 1999 in Denver CO
83rd annual conference of
National Association of Women in Education (NAWE)

Sessions on inclusion in and access to higher ed, creating climates of respect, political-economic-social trends in higher ed, working in external environments. Tracks are teaching and learning, health and well-bring, finance and administration, development and fundraising, technology and current issues. Contact NAWE at (202) 659-9330.

National Institute for Leadership Development
Leaders Institutes
January 10-15, 1999 in Phoenix AZ
February 28-March 5, 1999 in Seattle WA
May 30-June 4, 1999 in Boston MA
September 26-October 1, 1999 in Chicago IL

Intensive workshops help women learn about themselves as people and as leaders, develop and use their abilities to become effective leaders on campus. Guaranteed to be a week that changes how you look at yourself and your life. Cost is $825 and applications are due November 9, 1998. Contact NILD at (602) 285-7494.

CEO Retreat
January 28-31, 1998 in Phoenix AZ

Provides top leaders with an opportunity to relax, recharge, reinvest, reconnoiter and rediscover themselves. Led by peers and facilitators. Contact NILD at (602) 285-7494

A Leadership Renaissance for the New Century
The third conference on Righting the Standard
June 24-26, 1999 in San Diego CA
Sponsored by AAWCC Region IX, NILD and AAWCC

Designed to address the whole person, the conference features tracks on professional, personal, wellness and social responsibility. Topics include finding funds for your programs, gaining power, achieving peak performance, mentoring, harassment, and more. Contact Norma R. Goble (714) 438-4848, e-mail ngoble@cccd.edu

Where are the female leaders in Florida?

Last month's profile of President Catherine Cornelius at South Florida Community College contained her statement that while there were five or six women presidents at Florida community colleges, there were none at Florida universities. Of course, that ignores Betty Castor, president of the University of South Florida since January 1994, whom *WIHE* profiled in December 1994. Sorry for the inaccuracy.

What Profs Should Know about Women Students On-line

More and more faculty are using computer communications to enhance their teaching and almost every university provides e-mail accounts. When students aren't surfing the Web or writing to friends, they may be spending hours in chat rooms, newsgroups and role-playing games where they can experiment with identity, including what it means to be female or male.

Gianna LaPin

The Internet has been hailed as an equalizer because it hides visual clues to gender, age, race or disability. Not so, says Gianna LaPin, a sociology major at the University of Wisconsin-Milwaukee with a minor in communication. Her paper "Pick a Gender and Get Back to Us: How Cyberspace Affects Who We Are" describes how the gender of both sender and receiver affect computer communications.

Gender is normally one of the first things we learn about a person. If it isn't obvious, we don't relax until we know. The androgynous Pat on *Saturday Night Live* enthralls viewers by keeping them guessing whether Pat is a *she* or a *he*. Teachers who see *Chris, Sam* or *Ryan* on the class list expect to learn their genders in the classroom.

In a large class or distance learning one may exchange e-mail with students for a long time without knowing their gender. Without body shape, hairstyle, beard, clothing or voice pitch, the few gender cues available on-line take on exaggerated importance.

On-line communication styles

Research by Susan Herring and others shows female and male communication styles differ on-line like they do face to face. Compared to men, women in on-line discussions are more likely to:

• ***Use disclaimers***. Weakening a statement with "maybe," "don't you think?" or "right?" is stereotypically female. While both women and men use the popular smiley-face ":-)" to say "just joking," research shows women use it more.

• ***Promote community.*** Women express support and appreciation, welcome newcomers and use inclusive pronouns like *we*. Women ask more questions, not just to get information but also to show interest. Women are more likely to ask the whole group for opinions.

• ***Avoid adversarial confrontation***. Women's messages include less sarcasm, self-promotion and name-calling than men's. On mixed-sex lists, Herring found more than two-thirds of messages men posted ridiculed, criticized or otherwise put down participants or the topic.

• ***Participate less***. Not only are women the minority in cyberspace, but they contribute less often than men. Even in the newsgroup "alt.feminism," where one might expect to see mostly women, researcher Gladys We found 11% of postings came from women and 83% from men.

• ***Keep it short***. Women make their point, then turn the floor over to someone else. A message that runs on and on is almost invariably from a man.

• ***Give and expect minimal positive responses***. Women often send brief responses to show they're listening. "Umm" or "interesting" is the equivalent of a nod or a raise of the eyebrows. Women who don't get even a token response to their message assume nobody cares.

• ***Protest with silence.*** When women get a negative response or none at all, they're apt to drop out. Many are intimidated into silence by "flame wars" or personal insults. Women may try to resolve the gender dissonance they feel in the male-dominated computer environment by exaggerating "feminine" styles, especially if they aren't white and upper middle class like most women on-line.

Teachers need to "understand that female students are likely to be less aggressive in cyberspace communication, just like in real-life communication," LaPin said. Even at the same level of skill as men, women have less confidence with the technology. They need encouragement and positive response.

Virtual cross-dressing

It's an urban legend: A male psychiatrist with a sympathetic "female" style on-line found women turning to him for advice as a woman. He enjoyed the intimacy and cultivated a following. When his secret came out, the backlash was intense.

Women who don't get even a token response to their message assume nobody cares.

Not only do women and men write differently on-line but people react to them differently. Women are more often ignored, harassed, treated as weak and helpless or criticized for writing too much. A few protect themselves by "cross-dressing" on-line. One woman student used a male name in a class-oriented computer discussion so her classmates would take her comments more seriously.

While honesty is the norm in most chat rooms and discussion groups, role-playing environments give room to experiment with alternate personalities. Women rarely make their character male but often create one that's gender-neutral, so they can concentrate on the game instead of fending off come-ons or gratuitous offers of help.

Men more often create female characters to "see how the other half lives," explore sexual identity or solicit sexually explicit conversation with other males. A character who volunteers body measurements and provocative dress is most likely a male in real life.

Teachers need to understand why women students may conceal their identities on-line or even pose as men. Do you respond to women differently from men, devalue their comments or resent those who dominate a class discussion? Could you deal comfortably with a student whose gender you don't know? If not, why not? These questions grow in importance as more student-teacher communication goes on-line.

—SC

E-mail LaPin at gianna@csd.uwm.edu

Advice on Being the 'Other' on a Catholic Campus

On any campus with a religious identity or well-entrenched cultural norms, some experience themselves as different or "other." It's rarely as comfortable as being in the majority. Barbara Deck says women who feel marginalized on campus can reposition themselves closer to the center without compromising who they are.

With a PhD in the history of ideas from Brandeis University and an MBA from Harvard, Deck describes herself as a "freelance feminist liberal activist." She's executive director of the EIKOS Community Centers in Newton MA and does training in peer counseling and leadership skills, with an emphasis on women and "recovering Catholics."

Make the most of the high ideals in whose name the school was founded.

At her workshop on "Being the 'Other' on Catholic Campuses: Not Only Non-Catholics" at the June 1998 conference of the National Association of Women in Catholic Higher Education (NAWCHE), she invited participants to ask themselves:

- How do you feel different or "other?"
- Why are you at a Catholic school?
- What's positive about the experience?
- What's difficult about it?
- How might partnerships and allies help?
- What can you contribute as an ally?

To her surprise, two-thirds of the women in the workshop were Catholic. Religion was not the main reason the women felt like an "other" at their schools; neither was sexual orientation. Instead, women who feel out of place on a Catholic campus often say it's because they're feminists. While the church's traditions of social justice support feminism on some campuses, elsewhere feminism seems to violate the cultural norm.

Colleges founded by women

Deck opened the workshop by asking participants at which kind of Catholic college or university they're affiliated. Women's experience of being "other" varies tremendously according to whether the school was founded by women or men.

Women who teach at colleges founded by women's religious orders tend to feel a great deal of support. "Most nuns are feminists themselves," she said. Nuns have chosen to live in a community of women. They're in the forefront of efforts to include women within the church. They're movers and shakers for social justice, associating feminism broadly with fairness toward all those oppressed.

A feminist may feel very much at home at a Catholic college led by women with feminist sympathies. If she's part of a minority on campus because she is Protestant or Jewish or African American, she benefits from the ideals of acceptance and inclusiveness affirmed by leaders. Feminists at such schools may be so comfortable that they don't realize how much the women at some other colleges and universities need their support.

Women on the margin

Colleges and universities founded by male religious orders or a diocese aren't always so supportive. Patriarchal traditions still run strong. Negative images of women color the response to those who aren't quiet and submissive.

Women's Studies and women's centers are lightning rods for patriarchal reaction. Unlike the nuns who equate feminism with justice in the broadest sense, some male religious leaders associate feminism with sexual issues like abortion and homosexuality. Trash has been swept into the women's center on at least one Catholic campus.

A student or faculty member who finds herself the only woman in a theology department full of priests may feel doubly marginalized for her gender and her theology. Not all priests understand or welcome the feminist theology that has blossomed since the 1970s. The isolation may feel even more acute if the priests went to seminary together, forming a kind of "old boys' club."

Similar issues can fester in departments like history or English, where feminists appear to violate a secular "canon." A complicating factor is *Ex Corde Ecclesiae*, the 1990 papal declaration authorizing bishops to make sure what happens on Catholic campuses is consistent with Catholic doctrine. Academic administrators and faculty of both sexes risk punitive action if they don't comply.

"To be a feminist is becoming an occupational hazard at some universities," according to Sharlene Hesse-Biber, NAWCHE executive director who attended Deck's workshop. "The sad thing is that people felt they couldn't speak. They've lost their voice in the silencing of difference."

Moving toward the center

Deck encourages women who've been pushed to the margin to try to find a powerful and positive approach to regaining the center. Quite apart from any feelings of victimization, she suggests looking for common ground with the university's leaders and stated ideals.

To the woman whose offices were targeted for harassment, Deck suggested that instead of treating the university president as part of the problem, she could approach him positively by saying "Father X, I expect you to be my best ally." He may share her dislike of interference from the bishop, whether or not he's willing to say so. He probably dislikes disorder and vandalism and feels some responsibility for what happens on campus.

"Claim the high ground," Deck suggested. Make the most of the high ideals in whose name the school was founded. If you're at a school established by Franciscans or Dominicans, study the values of St. Francis or St. Dominic and find ways to present yourself as the true Franciscan or Dominican.

Women who feel comfortable and secure on Catholic campuses need to recognize the problems of those who don't. Catholic and non-Catholic women need to form alliances. Women who support each other can counter the loneliness that's sometimes the most painful part of being "other" on a Catholic campus.

—SC

Contact Barbara Deck at EIKOS Community Centers, 15 Hobart Terrace, Newton MA 02159; (617) 527-7972.

Ethics and the Exploitation of Graduate Students

I turned in my paper four months ago and haven't heard a word. Do you think it might be all right for me to ask the professor if he's had a chance to read it?"

Small wonder graduate students hesitate to assert their rights. They've been treated so badly for so long that they don't realize they're entitled to anything better, according to Samuel Gorovitz of Syracuse University NY. As professor of philosophy, professor of public administration and former dean of arts and sciences, he's seen a lot of students who don't know they're being exploited and faculty who won't admit to a role in it.

People who care about the plight of graduate students should be enhancing their sense of entitlement.

Conflicts of interest are especially pervasive in science and engineering, where women are the clear minority, as well as other fields. Complex factors influence decisions like whether to offer a graduate program, which applicants to admit, which courses to teach, what to expect from students and which name to put first on collaborative papers. The desire to turn out educated and employable students may conflict with faculty wishes for:

- Prestige and influence.
- Freedom to pursue specialized interests.
- Assistance in ongoing research.
- Higher salaries.
- Lighter teaching loads.
- Government or business grants.

Too often what grad students learn reflects what faculty want to teach, not what the students need. "Even departments that are systematic in designing a program for undergraduates are often self-indulgent in designing programs for graduate students," he said. A faculty advisor holds such power over a student's professional future that it's dangerous to complain.

Insensitive advising

A female student may feel marginalized and alienated after a conversation that went very well in the eyes of her male advisor. He offered typical male patterns of criticism with energy and enthusiasm, using metaphors and styles covering "the whole range from the stadium to the locker room." That doesn't work for some students, especially many women and students from other cultures.

Misunderstandings also arise over ways of examining issues. Many women like to explore an issue collaboratively from various angles. Traditional male advisors can mistake this approach for an inability to work independently. They need to realize that "macho swagger" is not the only way; it may not even be the best way.

Educating a whole person

We each live as a whole person, but there's a tendency to see people in one dimension: this doctoral candidate, that teaching assistant. We too rarely ask about our graduate students, "Who is that person and what kind of life does that person want to lead?"

Traditionally this wasn't a problem for a male, who was expected to focus solely on professional advancement. If he left a mess in another part of his life, someone else would deal with it. Females usually have to clean up their own mess. To behave ethically toward our students and colleagues, we need to recognize their needs as whole individuals.

The chilly climate for women graduate students in technical fields is evident in rigid expectations of a career path, from intense graduate study to an all-consuming post-doc and an assistant professorship dominated by competition for tenure. Some talented women leave science rather than give up hope of a family or personal life. Others abandon family goals for a career. What kind of role models do they provide for young women in the next generation?

Insensitivity to women's scheduling needs also reflects a pervasive chilly climate for women grad students. Letting a student pace her own schedule is only a first step; she still has a problem if mandatory conferences occur when she's getting her children off to school. "If you want to address these problems in a way that matters, you have to not only give the students some flexibility in how *they* do things, you have to be willing to consider changes in how *you* do things to meet their needs," he said.

Vision and entitlement

While graduate programs teach precision, rigor and depth within a narrow field, most real-life issues transcend the boundaries of one discipline. "Of course we need skilled, well-trained scientists and engineers, among professionals of all sorts. But we also need wisdom, judgment and breadth of vision." The truly educated know not only how to attain a goal, but which is worth pursuing.

Gorovitz advises students to take courses and make friends outside their department, get to know professors as whole people and stay engaged in the world. We learn the most from people who know or see things differently from ourselves. Breadth of vision comes from the interaction of different visions across disciplines and cultures, including respectful dialog between women and men who see things differently.

His advice runs counter to that of most graduate programs, and inertia makes reform difficult. Students need allies on the faculty. There's no quick fix or set of rules to guarantee the ethical behavior that puts students' needs first and educates them for satisfying, constructive lives.

Instead he recommends bringing the issues into the open. Generate a list of points and distribute it as widely as possible to legitimize the agenda. Encourage students to ask how departmental expectations mesh with personal lives, or how a professor's pet topic will serve them in their careers. "People who care about the plight of graduate students should be enhancing their sense of entitlement," Gorovitz said. An absent-minded professor may still mislay a paper for four months, but at least the student will know it's OK to ask. ■

—SC

His "Ethical Issues in Graduate Education" appeared in *Science and Engineering Ethics*, vol. 4, issue 2, 1998. Call Gorovitz at (315) 443-9331; E-mail VITZ1@AOL.COM

Students Give New Teaching Paradigm a 'Thumbs Up'

Two afternoons a week, Connie Fajardo's adult students at National University in Sacramento CA leave work in time to be in their accounting class by 5:30 p.m. For the next four hours, they're awake and alert. When class ends at 10, some linger to chat instead of racing for the door.

Consolacion de Leon Fajardo

Fajardo attributes the lively interest to a paradigm shift in her teaching in 1995-96. She'd taught accounting by more traditional methods for 17 years in her native Philippines, eight years at California State University at Sacramento and since 1992 at National University. Her students used to soak up what they could from lectures, then do related homework. All that has changed.

The paradigm shift

For the past three years she's reversed the sequence. Students do homework first, solving problems with a user-friendly text and sometimes phoning classmates for help.

She doesn't insist they get it right, only that they try. "You can make mistakes; these are the great moments in your life," she tells them. Sometimes a student reports an error by saying, "Mrs. Fajardo, I have another great moment."

When she walks into the classroom at 5:30 she finds students already deep in discussion. Having struggled with the problems independently, they're ready to confer with classmates in small groups and play an active role in class discussion. Students wrote on end-of-course surveys:

- *"It is easier to stay focused. When there is just a lecture the student's mind tends to wander after a while. Preparing for class ahead of time also helps."*
- *"Shifts responsibility to student to learn—that is empowerment theory. Learning to problem-solve is critical in real life. This approach encourages that."*
- *"It seems to force the students to think for themselves and learn through doing that."*
- *"By doing the homework in advance, even if I can't do it, I know what questions I need to ask."*
- *"The lecture is much more meaningful after I have read the material and have done the homework."*

Holding adult interest

Adult learners have more life experience and more out-of-class responsibilities than college students fresh out of high school. With an average age of 35, many students at National University are managers or executives, or own their own business. They're strong on business acumen and have no time to waste.

Course schedules are intensive, with a month of regular classwork compressed into two long evenings of class a week. The strengths and needs of adult learners call for teaching methods that hasten the learning process while holding the students' interest.

Fajardo puts variety into each session with group exercises and class discussion as well as video, computer simulations and other media. She introduces examples from real life and encourages her students to contribute examples from their experience. Students learn not just from the teacher but from each other. They wrote:

- *"I really like being able to discuss problems in class because some people have a different insight that makes the topic easier to understand."*
- *"Student becomes more interactive and less likely to be left out."*
- *"It gives the student the opportunity to apply himself/herself to real world scenarios."*
- *"It helps because it utilizes more ways of learning."*
- *"Using a variety of sources and involving the students in discussion of problems instead of having lectures is the best way to keep students alert, interested and awake during the entire class period."*
- *"Keeps you awake. Makes you want to learn more."*

Overcoming resistance

The students who now praise her method in the surveys hadn't been so happy at first. "They were complaining and whining all the time. Of course, they always complain at the beginning." They're afraid they won't be able to solve problems without hearing a lecture first. Some feel cheated that their tuition fees don't exempt them from the responsibility for creating their own learning.

Students realize the best training for real life is to learn how to solve a problem when there's no teacher immediately at hand.

To other teachers who want to try her paradigm shift, she says to expect initial resistance. Explain your teaching method the first day and then stick to it.

She tells nervous students, "You own the learning process. You can do it without me." From one session to the next, she sees the light bulbs turn on. Complaints subside as students realize the best training for real life is to learn how to solve a problem when there's no teacher immediately at hand.

They start to appreciate how Fajardo emphasizes not just procedures but the reasons behind them, telling students, "You don't have to memorize, you have to understand." Whether or not they come to share her love of her subject, they begin to see what she means when she tells them accounting is beautiful.

—SC

Dr. Consolacion de Leon Fajardo, author of three books on accounting, spoke at the UT-El Paso conference on Women in Higher Education in January 1998. Call her at (916) 729-7349.

Even Accounting Can be Taught Differently

Old paradigm	New paradigm
Teacher lectures	Teacher guides
Student as sponge	Student as learner
Fact-oriented	Problem-oriented
Individual work	Group work
Isolated discipline	Ties to other courses
Teacher as expert	Multiple sources
Print medium	Multi-media
Insulated classroom	Links to real world

A Strategy for Women in Catholic Higher Education

Church authorities and doctrines may complicate life for women and women's studies programs at some Catholic institutions, but they also provide the basis for an agenda rooted in values. Alongside the politics, power and financial constraints that influence decisions everywhere, Catholic colleges have a tradition of Christian ethics to support arguments for fairness and justice.

Chaired by National Association for Women in Catholic Higher Education (NAWCHE) executive director Sharlene Hesse-Biber, panelists at the NAWCHE conference described faith-based visions for the future and how to achieve them.

Five steps to a woman-friendly Catholic campus

Patty Weitzel-O'Neill

Patty Weitzel-O'Neill, VP for academic affairs at Trinity College DC, proposed an action plan to improve the status of women:

1. Learn and teach the art of negotiation. "Our lives are works in progress; we can't wait until it's perfect," she said. We have to improvise and negotiate reforms one step at a time.

2. Develop and embrace a clear mission for women in the academy. What is our mission? Why are we there? What is our role? Why do you come to campus? Do you feel connected there?

Women on each campus need to decide whether we share a role or mission in common, and if so, what it is. It's often hard for faculty and administrators to agree on a shared vision. The more confused we are about our own hopes and dreams, the easier it is for others to step in with agendas of their own.

Catholic colleges have a tradition of Christian ethics to support arguments for fairness and justice.

3. Mentor all women at all levels more seriously.

• *Revive.* Young faculty and administrators can take too much for granted. They don't realize the fragility of things people have worked so hard to get. One season of budget cuts can wipe out a program that took years to establish. We need to help them understand what's at stake, to jog them out of complacency and disengagement.

• *Recover.* Young women in high school are learning that it's all right not to learn. We can help stimulate their desire for a college education by volunteering and mentoring. "Many have no clue what the liberals arts are about." Only two out of 500 in a college prep school raised their hands when she asked how many were considering becoming a professor. No hands went up for becoming a college president.

• *Reach out.* The years from 8 to 15 are critical for girls developing their self-image and sense of worth. Popular magazines, movies and television all convey the subtle message that their worth depends on being thin, cute, unthreatening and attractive to boys. Research shows that when we expect the best from girls, they rise to meet our expectations.

• *Recognize.* Our current students include adults with families and financial concerns. Schools that recognize their needs can respond with financial aid, flexible course scheduling and co-curricular programs that value the lives of adult women. Institutional change takes time but individuals can do a lot in the meantime, like being available to women who can't come to campus during regular office hours.

4. Support women's studies programs. Women need to be included in the curriculum to feel real or visible. "Women's studies is the most significant change in the past 50 years," she said, especially since higher education passes on norms and values to the rest of society.

5. Work together as women. Our common voice is louder than any voice alone. Together we can help create on campus the vision of a just society that's implicit in faith and values.

Reform rooted in social justice

"I'm 50 and I don't think I'll outlive backlash. There's a resistance now that I don't understand," said Victoria Kill, director of the women's center at Seattle University WA. She started teaching women's studies at the University of Washington, where a male student was ejected from a women's studies class for being abusive, then reinstated. His obnoxious behavior won him modeling contracts and a spot on the Oprah Winfrey show.

Social justice is the key, she said. "It's not just the head; it's not just the spirit." Women need to model fairness and mutual respect in the ways we treat each other.

Get women into administration and support them before they burn out. "When women in power ignore or devalue those who clean or do maintenance, that's a very bad model. Then you're showing the soul of the institution."

Nancy Jabbra, professor and director of women's studies at Loyola Marymount University CA, outlined a vision rooted in values:

- Family-friendly policies such as daycare.
- Fairness in tenure and promotion practices.
- Well-staffed, well-funded women's centers and women's studies programs.
- A polite, receptive campus.
- Administrators who "get it."
- Students who are interested and involved.

To achieve such a vision requires institutional tools and savvy that are another strength of the Catholic heritage. "It's about power: getting it and learning to use it." Use the power of symbol and ritual to support women by displaying pictures of institutionally significant women such as the founders, she said.

Do your homework so you don't get blindsided, and be equally careful not to blindside the president or the bishop. Other suggestions: Get an endowment to support daycare, demystify the tenure review process, involve administrators in social change, mentor new faculty and graduate students, be active on influential committees and network, network, network.

—SC

Contacts: Hesse-Biber (617) 552-4198; Jabbra (310) 338-2700; Kill (206) 296-2144; Weitzel-O'Neill (202) 884-9220.

Can Blue-Collar Women Ever Join the Academic Club?

Rags to riches is a favorite myth, but higher education faculty and administrations include very few women from working-class backgrounds. And among those few, most feel they never quite belong.

Signe Kastberg, daughter of a waitress and a cook who both dropped out of high school, received NAWE's Ruth Strang Research Award for her PhD dissertation at the University of Rochester NY on academic professionals who are doubly marginalized as female and working-class. She and her interviewees experienced ambiguity and isolation in their transition from the blue-collar world into one where almost everyone else grew up middle- or upper-class.

'Working class girls don't attend college'

The school system tried to steer them away from academic careers from an early age, and expected little from girls whose appearance and speech patterns marked them as working class. Educators believe in equal opportunity but don't recognize talent where they don't look for it. Low expectations, stereotype-based guidance and rising college costs perpetuate class distinctions.

College admissions and financial aid policies make matters worse. Parents who didn't attend college can't understand terms like *credit* or *semester*. They're cautious about taking out loans for fear of losing everything.

Now a counselor and assistant professor of counselor education at SUNY at Brockport, Kastberg found seven themes in the lives of those she interviewed:

1. Gender discrimination. With few female role models, they overcame gender bias at every stage. Families and teachers stressed role expectations in terms of limits: girls should not do this. One reflected, "Not as many doors are open to you.... whether it's being a woman or having been born in a different class."

2. Family as anchor. Family of origin, spouse, partner and children could be a secure base, a deterrent or both. For examples, parents might encourage a daughter to go to college but not to venture many miles from home.

Coming from a culture that emphasized traditional female roles, most went through a cycle in relation to parents and siblings. They distanced themselves for a time to establish their new identity. Later their emotional needs and the needs of aging parents led them to reestablish tenuous connections, but there was nobody at home they could talk to about their work.

3. Language as symbol. Working-class families talk differently from others. "We used to laugh about words that had more than two syllables," one said. Another recalled, "Language was used to communicate quite specific things, but not to communicate any sort of inner life or any intellectual life at all; so you didn't have a language that could do that." They had to master a lot of new vocabulary to carry on the kind of conversation expected.

4. The new impostor syndrome. The women knew they were brighter and more competent than most, but they feared being exposed in the externals related to class. Like chameleons, they changed their clothes and demeanor to fit the "look" of an academic professional. They restricted their emotional and physical expression to the minimal levels expected in academic culture.

Signe Kastberg

They've traveled less widely than their wealthier colleagues. One learned on a business trip with a professor, "You've got to know what drink to order, and how to behave." She settled on a strategy of silence to avoid discovery. "It was the trip where I realized, 'when in doubt, be quiet.'"

5. The Lone(ly) Ranger. The Lone Ranger was an American popular hero who defeated villains, then rode alone into the sunset. The women Kastberg interviewed had that quality of heroic aloneness. They've felt different all their lives:

"I was the anomaly in my family."

"I was one female student out of a class of 15 guys."

"I have no professional colleagues on the staff here."

"I never feel I belong."

This has given them the independence and assertiveness. It's also left them feeling isolated in their personal and professional lives. Most have few friends.

6. The undiscussable nature of class. When Kastberg asked whether the topic of social class ever arose in conversation with colleagues, her interviewees were unanimous: no, never. Social class used to be a subject of study and discussion, but it's virtually disappeared from conversations. If anyone on campus mentions class, it's always in the abstract.

They found hard work is one value that spans the chasm between blue-collar and academic worlds.

In a supposedly classless society, Americans and perhaps especially academics are engaged in massive denial. "It's almost as if the people in the U.S. want to be blind to class," one said. "They don't have an easily available vocabulary for talking about those issues."

7. Members of the club. One described her Ivy League grad school as "an upper class boys' club." Another said, "You've got to work twice as hard as everybody else.... You don't have the network. You don't have things handed to you. It's got to be purely on performance." Even a PhD isn't a ticket of admission to the club.

There's hope

Marginalized in both worlds, cut off from both family and peers, the women threw themselves into their work. Several called themselves workaholics. Following parents' examples, they found hard work is one value that spans the chasm between blue-collar and academic worlds.

Kastberg hopes women like herself will break the silence by talking openly about their working-class origins. "We need to start talking about class in a personal way, to take ownership. We need to model to our students that this is possible," she said. "If we can talk about it and normalize it, we won't seem to be such an anomaly."

—SC

Call Signe Kastberg at (716) 395-5495.

Life After Academe: Women Launch New Ventures

We all know women who have left a secure job to step out on their own. In 1996, 401,000 women started their own businesses. "Frustration with discriminatory practices and a desire to have a more balanced life helped propel them out the door," according to Carol Kleiman, in the *Chicago Tribune* on August 23, 1998.

Women who have left jobs to start a business within the past 10 years cited these reasons: 46% felt a lack of flexibility, 22% hit a glass ceiling, 14% felt unchallenged, 10% were downsized. About 40% of those who started a business had a great idea that was closely related to what they did as employees.

While corporate America ponders its loss, many in academe don't see the cost of driving out outstanding female employees by failing to treat them fairly and respectfully.

If you've ever wondered whether to follow your dream toward risk and adventure, here's your chance to learn more. *WIHE* talked with five women who left academe or related non-profits to strike out on their own.

Five women who took the plunge

• **Linda Hartsock** believes that regardless of how much you prepare, the big challenge is to clearly visualize your own independent future. In 1984 Hartsock founded Integrated Options near Washington DC. Her company provides three types of management services for national associations: *designation programs*, such as certification and accreditation programs; *organizational development*; and *executive counseling* as a sounding board for top leaders.

Hartsock had been executive director of an adult education association for five years, during which she "turned the organization around from a deficit budget to having money in the stock market." She had ownership in that success and was concerned that the upcoming elected leaders might fritter away the gains she had made.

• **Lois Vander Waerdt** left as affirmative action officer at a public university when "I had an opportunity to practice that kind of law privately and took it." Vander Waerdt founded The Employment Partnership in St. Louis in 1986. She helps clients, many of which are colleges and universities, set up user friendly complaint procedures and train faculty, administrators and even students on affirmative action issues. Vander Waerdt's focus is on preventive law, and she routinely deals with issues such as hiring, checking references, documenting poor performance, preventing sexual harassment and discrimination.

Lois Vander Waerdt

Vander Waerdt is still doing exactly what she envisioned a dozen years ago. The only difference is, "Now I regularly turn down things that I don't want to do."

• **Val Bonnette** also started a business to offer services similar to those she once provided from within an organization. After 15 years as a senior program analyst in the Office for Civil Rights at the U.S. Department of Education, Bonnette launched Good Sports, Inc. in 1994. The San Diego company reviews college and high school athletics programs "to identify Title IX concerns and a range of options for our clients for resolving them," she said.

Bonnette struck out on her own after several significant incidents. For instance, "I wanted to draft a self-evaluation manual for colleges and universities and was frustrated in attempts to get it in final form and issued by the agency." After starting her business, "One of the first things I did was a gender equity guide for the NCAA."

• **Mary Ryan** started the nonprofit Institute for Experiential Learning (IEL) for similar reasons in 1990. She quit as VP for academic programs at an educational nonprofit agency to launch IEL because "students deserved a program in Washington DC that used the best principles of experiential education," she said.

Mary Ryan

IEL offers a regular internship program in Washington, short courses on request from professors at many different schools, and a competitive internship program called Embassy and Diplomat Scholars. "I believed a program that put students and student learning first would be successful," Ryan said, "and I was right!"

• **Marjorie Hutter** launched College Consumers, a Massachusetts research and advocacy firm, last November. "It looks at issues and trends in higher education from a consumer perspective," Hutter explained. "The shape and function of higher education is increasingly determined by market forces and is less driven by public policy. As a result, everyone involved in higher education is going to need to understand the consumer better," Hutter said, citing traditional colleges and universities, for-profit education providers, and government leaders, as well as students, parents and other consumers. "I would like to see the consumer become part of the discussion" of educational reform and other key issues.

Having worked for businesses, not-profits and local government, Hutter most recently was a development administrator at a public university. "Within months of returning from maternity leave, I left and filed a legal complaint which has since been resolved," Hutter said. "That experience led to a self-searching about how I could stay in higher education," and that led to her business. "What you learn when you're working inside an institution can provide great insights and perspectives once you decide to get out of it," she advised. She wrote three articles on sexual harassment for *WIHE* in 1998, including a narrative poem in last month's issue.

Advice from those who've been there

The five women cited no specific event that crystallized their decision to leave an academic setting. Rather, they wanted to do other things, had more to offer and felt the personal strength to make it work. To women who are considering switching from taking a paycheck to writing the paychecks, they suggest:

✔ **Muster your resources.** Women considering a new venture should first accumulate a war chest. "You need to have your funds collected to survive for a year," Hartsock

advised. "You need to survive personally, plus buy business cards, fax machines and everything else you need."

Ryan said, "I used my savings, so it was high risk." Some women might look to the SBA or other agencies that provide start-up funds. Regardless of the source, "You need enough financial resources to get you through the lean years," Ryan , said. "Women in particular underestimate what it's going to cost to start up a small business," she added.

✔ **Do your homework.** It's important to determine if there's really a need for what you mean to provide, who your market is, how you'll reach them, and whether they can pay for it. Talk to many people before making the go/no-go decision. Many a good idea is sidetracked between the grey matter and the green matter. A business plan helps, but don't waste too much time on it unless you need it for start-up funds.

✔ **Determine your prices.** "It was hard for me to decide," Vander Waerdt said. "I charge $150 an hour now. I have sought to be in the middle: neither a Cadillac nor a Model T. As women, we don't value our services highly enough."

✔ **Take one step at a time.** "Having a clear vision of what you hope to accomplish is certainly a driving motivator," Ryan noted, "but it's OK to test yourself. I walked into IEL slowly. I didn't know if I had the heart and soul," she said. "I didn't want to become a workaholic. Balance is important," Ryan added. Because another of Ryan's concerns was failing "in front of my U.S. colleagues," she started IEL working with only international students.

"Men tell you they're going to take over Microsoft, and the next thing you know they're out of business," Ryan said. Instead, "take bite-size pieces," she advised. If you aren't sure of the direction you're going, the testing activities become like sparks, igniting ideas and fueling new goals.

✔ **Build your new network**. New entrepreneurs almost always begin by using their existing networks as sources of referrals, support and inspiration. But eventually you'll need to build a new team. "At first, your old buddies say its wonderful that you're going out on your own," Hartsock said. "But then they forget about you. You need to develop a whole new network of contacts, people you're going to live with for the rest of your professional life."

You can keep old contacts as personal friends, Hartsock suggested. "But you're a different person than when you were on campus and need to develop support systems in your new world. Once you step through the looking glass, you're not the same person," she said. "People don't realize how much they themselves will be changing."

Your new network may include a good business advisor or team, a CPA who understands small business start-ups and taxes, a lawyer and a financial planner, Hartsock recommended. "Being an administrator or faculty member, you don't know what it takes to create a business." For example, who knows the intricacies of starting a pension plan or completing workers compensation reports?

✔ **Hire only the staff you really need.** "You're used to having a secretary and staff to help you accomplish things," Hartsock pointed out. But when you first start your own venture, "it's you, yourself and you," she said. "You go from being somebody to being nobody. You build your support from the ground up."

You may decide to forgo a staff altogether, like Lois Vander Waerdt. "I use voice mail, a fax machine, a laptop and e-mail," she said. "I don't need to pay a secretary $30,000 to type my letters." Vander Waerdt works with a number of independent contractors, but "I don't have constant work for them," she noted.

✔ **Use your advantage of speed.** As the head of IEL, Ryan capitalizes on "how quickly you can make changes," she said. "What can take a year or more on a campus can take you matter of hours. You have to be responsive to the market, and you have no one to blame but yourself if you don't change as quickly as you need to. If you're a slow decision maker, you'll have to speed up."

✔ **Set your priorities.** Campus jobs are not always responsive to the flexibility needs of women, like taking care of children and homes, so women operating their own businesses need to determine their own limits. Despite an intense sense of purpose, Ryan hasn't turned into a workaholic. "I'm out of here every night by 6," she said. Yet she feels she accomplishes more now than when she put in longer hours on campus.

✔ **Keep the faith, but remain flexible.** While Vander Waerdt's vision for her business has changed little over the years, the other women have shifted their plans to respond to market needs.

Hartsock advised women should "be open to opportunities as they come along. I thought my future was in training," she said. "But people don't want to pay what it costs for good training. The real cost is three times the time spent in front of people. What you think you're going to do isn't always what you end up doing," Hartsock said. "You have to be willing to make that transition."

Val Bonnette

✔ **Go for it.** To build the kind of successful business Vander Waerdt now enjoys, every would-be entrepreneur eventually comes to the point of decision. "If you can deliver a service that's more convenient or economical," or if you can start a venture that allows you to pursue your own interests in ways you can't do on campus, "it finally comes down to making the big decision," Bonnette said.

"If you have a job that's safe and secure, it's very hard to leave, particularly if you've been at it for a number of years," she continued. "There are advantages and disadvantages of both running your own business and working for an organization. Weigh job satisfaction versus financial security versus whether you can contribute something," Bonnette advised. Then, "evaluate your financial circumstances. Have something to fall back on just for your own peace of mind. And go for it."

—DG

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Being a Foot Soldier on the March to Washington DC

Sometimes we do things impulsively that can have a much greater impact than we had predicted.

So it was one Sunday morning as I decided to drop in on the campaign headquarters of a young woman who was running in the primary election for a seat in Congress.

Despite its progressive history and reputation for being a great place for women, Wisconsin is one of only seven states that has never sent a woman to Congress. I decided to become a part of history and work to change that notoriety.

First I wondered if anyone would be there then, since Sunday morning is notoriously quiet downtown. But with only one week until the election, headquarters was hopping. These young people were on a mission to elect one of their own, a 36-year-old homegrown woman who graduated from Smith College MA, to shake things up in Washington. Without hesitation I enlisted. They needed someone to deliver flyers door-to-door. An earnest young man had me sign in, filled a plastic bag with 300 brochures, and cautioned me to not leave them in the mailbox, take shortcuts across the lawns or take any risks with ornery dogs.

Strategic planning in the suburbs

The next day I enlisted a friend to join me, and we studied the map to determine the best strategic place to park for our excursion. Two hours later, we'd delivered about one third of the flyers, awakened about 2,569 dogs who barked ferociously, gotten some exercise, and discovered Monday was the night women mowed their huge lawns. We repeated our efforts the next night, discovering Tuesday was men's night with the lawnmowers.

We didn't deliver on the third evening, because the last third was apartment buildings requiring residents to buzz in visitors. When I explained to my supervisor, the earnest young woman suggested we could have randomly pushed all the buttons asking anyone for admittance.

My next contact with the campaign came two days later, when a phone caller asked if I was available on election day. Again I volunteered for duty, this time from 4 p.m. until just before the polls closed at 8. My job would be making last minute phone calls to get identified supporters to vote. Predictions of just a 15% voter turnout meant getting out the vote was crucial.

On election day, I voted early and picked up daughter Liz, who went to vote for the first time. I offered to drive all her sorority sisters who needed a ride the six blocks to their polling place, but soon learned that rush took precedence over citizenship that day.

I reported in at 4 p.m. They gave me a script and 10 sheets of about 45 names each. The script didn't seem to make sense to me, so I skipped the apologetic beginning: "I know you've been getting a lot of calls about this fall's campaign for Congress, but ...."

My contacts seemed about equally divided between talking to machines and to humans. But with humans, there was more opportunity to practice improvising. I was gaining valuable telemarketing skills and a goddess-like respect for those who have them. But after two hours of calling, I started to reach people who had just hung up from someone else using the same list.

After the fourth time, I told my supervisor, "I feel like I'm harassing these people. The lists are duplicated. Is there anything else I can do yet tonight?"

So an hour and a half before the polls closed, they sent three of us out to a nearby neighborhood to "drag and drop," as they called it. We went into a neighborhood and talked to people, dragging them to the polling place if they hadn't voted and needed a ride. If nobody was home, we'd just drop off a flyer there.

Accompanying me were two other women. One was a PhD student in psychology at the University of Wisconsin in her 20s. The other was a nursing administrator who loved to shame the young male students into voting by saying, "I'm a 57-year-old grandmother, and I've been walking the streets all day to support this candidate. The least you can do is vote!"

Improvisational skills

I got another chance to improvise when I encountered a man coming out his front door. I explained that I was delivering brochures, and the polls closed soon; if he hadn't voted yet, she sure could use his vote.

"What's her position?" he asked me.

"She's for universal health care and guaranteed education through two years of college," I quoted the brochure.

"What's her position on crime?" he wanted to know.

"I think she's against it," I improvised.

"I mean, about having guns and stuff?" he continued.

"I don't know, but this has a phone number for her headquarters, so you could call and ask," I suggested.

At 7:15 p.m. my feet hurt, so we quit.

I went home, put my feet on icepacks and turned on the election results. Our candidate had 43% of the vote in early returns, but that soon dwindled to 39%. We decided to attend her victory celebration to bring her good luck and witness history being made.

The place was mobbed. We carefully positioned ourselves behind the bank of TV cameras, so our kids wouldn't be embarrassed by seeing us. As our candidate's lead seemed more secure, local dignitaries arrived. Her victory speech was gracious yet full of motivation to work even harder for the general election next month, ending with: "When I go to Congress in the fall as your representative, I promise you I won't be just one of the boys!"

The next day Liz called to say she'd seen my picture in the newspaper at the victory celebration. "You were only as big as a pencil eraser, but I knew it was you," she said.

The other party also nominated a woman, so Wisconsin is guaranteed to finally send its first female to Congress this fall. We'll get the last laugh yet.

Mary Dee

WOMEN® IN HIGHER EDUCATION
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Sea Change in Higher Ed Offers Women Chances for Power

In five years, we will have a sea change in higher education," predicts Judith Sturnick, the new director of the Office of Women at the American Council on Education (ACE). "We will never in our lifetimes see a lack of change. Turmoil will never cease," she said at the first conference of Wisconsin Women in Higher Education Leadership (WWHEL) in Appleton WI last month.

She warned that coming changes in higher education "need to be our conversation, initiated by us and processed by us. The responsibility is squarely on our shoulders. Women must be tied to the change."

Sturnick has put her own shoulder to the wheel, visiting five state ACE networks since starting at the Office of Women in June. Lured to her new post in Washington DC from a comfortable life in northern California as a consultant on executive coaching and a leader of the HERS administrative institutes, Sturnick has been president of the University of Maine at Farmingham and Keene College NH.

Power is crucial to lead change

In her keynote Sturnick focused on the meeting's theme of power, pointing out: "Women back away and treat power as a dirty word. We need to take the word into our vocabulary and make it ours: Real power is the ability to influence others to take effective action."

Noting the link between power and leadership, Sturnick defined leadership as: "The ability to facilitate process, see beyond the present moment, empower others, clarify, remain open and allow others to discover for themselves."

Women know how to develop collaborative leadership models, build bases of support, develop networks and create long-lasting change. Women also have staying power, she said. "We can not only survive but help our institutions succeed."

Women face special challenges

But organizational snares still entrap women:

- Women must overcome stereotyped accusations, such as being too emotional and not as dedicated as men.
- Women are held to higher performance standards.
- Women must learn the rules of the game with less help and less access to and support from insiders.
- Women have less access to professional development: "We don't get nominated for professional development in a male environment."
- Differences in male and female communication styles mean "Men do not understood the way we work," often misjudging women as weak, incapable or shallow.

Judith Sturnick

Such challenges create a great need for more women to fill the leadership pipeline in higher ed. She said women presidents last an average of 2.2 years less than their male counterparts, and are less likely to go on to another presidency. Even after a failure, men pick themselves up, tap into their networks and go on to second, third or even fourth presidencies. But "Women personalize and internalize what happens to us as a result of a systematized gender bias," she said.

Male leadership styles often follow traditional patterns:

- Men define situations and decisions as win-lose.
- Men work at a relentless pace without breaks.
- Men perceive work as life's highest priority and strongly identify themselves with their work.
- Men prefer live action and have little time for reflection.
- Men generally have difficulty sharing information.
- Men work via exclusion, command and control.

Women's leadership styles are often in stark contrast:

- Women bring their emotions to work and are caring and helping in general.
- Women share information and set aside time for sharing and connecting. Spontaneity is OK.
- Women take time for reflection, asking why is this working and not this, and how can we change? Women

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How You Can Change Your Days

Seven breakout groups discussed and reported back suggestions on how to operationalize Sturnick's message:

- Begin by taking action. Don't roll over, get apathetic or give up. Power breakfasts, college meetings - whatever the situation actions are power.
- Support active mentoring. Encourage and connect with each other and encourage women to step forward. It's also vital to change the reward system.
- Broaden your personal base of support. Expand to all women, including secretaries and students. Dissolve the campus class system. Bring public and independent colleges together.
- Work to maintain personal and institutional balance. Practice intervention before issues become crises.

build in mid-course corrections.

- A woman's identity is complex and multi-faceted.
- Women work via inclusion, consensus building and a collaborative structure.
- Women have long-term focus with a social vision.

Gender differences in communication reflect how women and men view power. Men are often declarative: "As president of this institution, I...," while women are less likely to strive for dominance or even to hold the floor. "Women communicate to establish intimacy," Sturnick said. "Men may view this as mere chit-chat, not seeing that we're using communication to listen, connect, share information and ask questions."

Understand levels and sources of power

Women's ways of communicating actually reflect the highest levels of power. In *Real Power*, Janet Hageberg lists six levels:

1. No power.
2. Power by association.
3. Power by title. "In most of our organizations this has nothing to do with competence," Sturnick observed.
4. Who you are — your inner self. "Know who you are, your weaknesses and strengths, and then pull in others to balance your weaknesses," she suggested.
5. What you know — competence, knowledge, experience.
6. What you share with others, which Sturnick called the most powerful power. "Sharing tasks, decision-making and knowledge is much more characteristic of women than of men. This is what we need to lead organizations."

Other sources of a woman's power can include:

✔ **Information** or expertise.

✔ **Networks,** especially to test current realities.

✔ **Luck or opportunity**. "Many careers are shaped by serendipity; it's best to have a life plan so you can recognize and act on these opportunities," Sturnick said.

✔ **Self-determination**. "Women sometimes stay trapped. They don't want to leave a situation," Sturnick said. Instead of feeling trapped, view staying where you are as a choice you can make, she advised.

✔ **Mission**. Completing a life mission statement can give you much power.

✔ **Integrity**. "Moral authority... has no greater power."

Power can be used to either benefit or harm the organization. Symptoms of one with dysfunctional power dynamics include: a rigid hierarchy, politics running amok, decreased and inaccurate communication, increased conflict, a demoralized culture, decreased creativity, increased control and manipulation, along with a loss of trust and respect.

Begin tomorrow to use power differently

How can we use power to change things? Sturnick suggested women can empower others, if they will:

- Share resources.
- Speak the truth.
- Articulate your vision and goals.
- Share information.
- Support mentoring and professional development.
- Connect actions to outcomes.
- Respect and value others.

Create balance in your life

Women also need to respect and value themselves. "As women, we are the caretakers, but we don't take care of ourselves," Sturnick observed. "Women burn out and flame out and leave, while men burn out but stay as a shell."

Sturnick advocated seeking balance and a sense of order in your life and work. Only by taking good care of yourselves can you persist. You deserve to be happy; getting up in the morning should be a joy. Take time every day to foster your creativity, intellect and spiritual growth.

She advised taking one hour a day to yourself as your inviolate hour, one day a week when you don't work, one weekend a month to go away, and a one-week vacation every three months. "Know your priorities and honor them. The right food and the right exercise should be routine," Sturnick said.

Other keys are knowing how to play; living with contentment rather than fear or anxiety or dis-ease; and believing you are loved, which you are.

Balance gives women the time, energy and strength to face the challenges of change. "We can change the course of the institution and of our lives," Sturnick said. "But we cannot lose ourselves in the process."

—DG

Judith Sturnick at the ACE Office of Women (202) 939-9390.

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Harassment Costs U of Tennessee $416,000

A former microbiology research assistant working on cystic fibrosis at the University of Tennessee won a federal lawsuit for sexual harassment and retaliation.

Judge Bernice Donald awarded researcher Wendy Woodruff, $200,000 in compensatory damages, $163,000 in back pay, $50,000 in punitive damages and $3,000 in medical expenses for a harassment suit that began in 1993.

Dennis Ohman, who chaired the department of microbiology in 1993, made sexual advances to Woodruff, which she refused and reported. He retaliated by humiliating her, transferring her to an ill-equipped lab, failing to provide her with support and nurturing, and refusing to credit her for her research.

Woodruff, now 38 and back in her native Alberta, Canada, has been unable to find employment in medical/biological research. "She's very happy with the decision," said her attorney Donald Donati. "It sets the record straight and will allow her to get her scientific career started," according *to The Commercial Appeal* (Memphis TN) on October 13, 1998.

Wisconsin Speech Code Bans the Personal

For 17 years, the University of Wisconsin faculty has been subject to a speech code called the epitome of political correctness, though it has never been used to discipline anyone.

It's all about academic freedom, based on a 1894 Board of Regents statement commemorated on a huge, three-feet square brass plaque posted outside the main building, Bascom Hall: "Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."

Now taking a proactive stance, the Faculty Senate's Ad Hoc Committee on Prohibited Harassment Legislation has revised the code to enable professors to more freely discuss unpopular ideas within an ethical and moral framework that still protects students from demeaning insults and remarks. "Academic freedom allows you to express hatred; it does not allow you to act hatefully," explained history professor Charles Cohen, the lead author of the majority report.

The committee provided examples:

• It's OK to discuss *The Bell Curve* as assigned reading for a course on gender and race issues, and the instructor can state a belief that the intellectual capacity of men for scientific analysis is superior to that of women. "The ideas expressed, although controversial and repugnant to many, are clearly germane to the course," the report says. It's not OK if a female student who objects to his statements is told, "See! Your stupid female comments just prove my point," because it derogates and demeans the student and there is "no reasonable pedagogical justification" for the comment.

• It's OK for an instructor in a class on the legality and morality of distributing sexually explicit materials to hold up a *Playboy* centerfold because, "There is no alternative technique for adequately presenting the class full and accurate information concerning the subject of the class discussion." It's not OK for the same centerfold to be used in an anatomy class as an attention-getter, since it fails the "reasonable pedagogical justification" test.

• In a literature class, it's OK for an instructor to use a racial epithet referring to African Americans because it's part of a novel's language. But in a U.S. history class on the slave trade, it's not OK for the instructor to use the same epithet because the comment derogates and demeans African American students.

The report seeks a balance between political correctness and protecting academic freedom. "Political correctness takes no prisoners when it is aroused," commented the head of a group which has supported three instructors who were the subject of inquiries but not disciplined under the old code.

Since the report was passed on a 10-7 vote and issued in May, members have created four more reports: a minority report, a majority response to the minority report, a minority response to that response, and a final majority report, according to a report in the *Wisconsin State Journal* on October 4, 1998.

NCAA Faces U.S. Supreme Court Reviews

The U.S. Supreme Court is profoundly affecting the way the NCAA has done business in the past, and it's likely to cost the old boys' club millions of dollars soon, according to reports in *The NCAA News* on October 12, 1998.

• The Court refused to hear an appeal of a 1996 federal court verdict that the NCAA illegally restricted the earnings of about 1,900 assistant coaches to $16,000 a year. The lower court ordered the NCAA to pay $67 million in damages plus $10 million in court costs, which is more than one-quarter of its operating budget. The coaches had tried to settle for more than five years; now the group offered to settle for $44 million, which the coaches have rejected, so it plans to appeal the amount of the award.

• The Court agreed to hear an appeal in the case of a female graduate student volleyball player whom the NCAA has declared ineligible, while granting far more waivers to male graduate students. The NCAA claims it is not subject to Title IX of the 1972 Educational Amendments requiring gender equity in educational programs because it does not receive federal funds, although its 933 member schools do receive federal funds. A three-judge panel of the Third Circuit Court of Appeals has already ruled against the NCAA. If the Supreme Court upholds its ruling, the association may be forced to raise its scholarship limits for women that now prevent some schools from reaching gender equity in athletics, and to promote women's championships as strongly as men's.

New Lit Anthologies Recognize Females

To read past anthologies of English literature, you'd think women wrote only grocery lists. Now two major publishers are starting to give space to women's words.

The Norton Anthology of English Literature sells between

80,000 and 90,000 copies a year. Its first edition included only 10 female writers; the 7th edition planned for next year will feature at least 40, including a short novel on slavery.

Challenging Norton's market dominance is competition from a new anthology out this fall, *The Longman Anthology of British Literature*, the first major all-new anthology in 25 years. It has a strong representation of female writers.

Editors of Longman's anthology are generally younger, which influences both editorial selections and comments. A sketch by Monty Python spoofs British tourists. Works by William Wordsworth are accompanied by poems and journals by his sister, Dorothy. "You can't do Romanticism without William Wordsworth," explained Susan J. Wolfson, professor of English at Princeton University and a co-author. "But he looks different when we have more substantial selections from Dorothy Wordsworth...."

One professor choosing the Longman anthology for his class on the Shakespearean era this fall is Peter C. Herman of San Diego State University CA. It includes a play by Elizabeth Cary offering a female writer's view of tragedy, followed by several early articles debating women's roles on marriage and society. "It's very useful if you're trying to demonstrate that women wrote in this period, and they were supported in their writing. Misogyny was not the only voice," Herman said, according to *The Chronicle of Higher Education* on October 2, 1998.

43 Charge Bias at U of Western Florida

In the past five years, at least 43 people filed formal charges of bias involving sex, race, age and disability against the University of Western Florida. They include faculty, staff and students; after filing complaints, many have faced retaliation including isolation, harassment and even dismissal, the *Pensacola News Journal* reported on July 15, 1998.

Gladys Brown, director of the human resources program at the University of Maryland, said of the 43 complaints: "That sounds high... disproportionate" for a campus with just 8,000 students. Blacks are 8.6% of the student body, 3.9% of faculty and 18.7 % of total staff.

Of the 43 complaints the university tracked from July 1993 to May 1998, 31 were handled internally, of which 17 resulting in rulings of no cause. In the six cases where the university found cause, four were charges of gender bias.

President Morris Marx is starting a new grievance procedure and hiring an ombudsman, but critics say the school would still be policing itself. Using internal reviews "helps them cover for bigots," said Hugh King, a member of the school's minority affairs committee.

The newspaper detailed many complaints, including:

• A senior data entry clerk applied for a job in admissions and was told the job wouldn't be filled. When another person was hired, she filed a grievance and the university found "a suggestion of discrimination" after a supervisor lied about having interviewed her. Later she was taunted, teased and given a voodoo doll in her work area. She settled with UWF for $12,850.

• A black female instructor with 12 years experience was passed over for assistant professor in favor of one less experienced. She filed a complaint with the university's Equal Employment Opportunities office, saying "When it comes to the promotion of an African American female who has demonstrated 'excellent teaching and promising signs of scholarship,' UWF seems not the panacea of equal rights that it purports to be." Within a month, UWF agreed to her promotion and $4,693 in back pay.

• Two juries ruled in favor of Karen Lynch, assistant director of the instructional media center until she was charged with nine felony counts of grand theft. Last year a jury found her innocent; another jury awarded her $250,000 for malicious persecution, an award set aside because the state cannot be sued for that crime.

• Ericka Callins was fired as a senior secretary at UWF, where she was the target of derogatory racial remarks, treated differently than white employees and received no feedback on her work. A university report said supervisors "created a hostile and intimidating work environment" and suggested required supervisory training on conflict resolution and sexual harassment. But UWF found no racial bias and Callins was still out of a job.

• A black 20-year Navy veteran hailed as a top achiever failed to get promoted from locksmith and sign painter over four years at UWF. After a university finding that he suffered bias, in a memo an EEO officer warned that her report could "pose a problem for us" if he sued outside the school. He filed a second grievance alleging retaliation by isolation and vague work assignments and still paints UWF signs.

$3 Million Foreign Host Rape Case Settled

Last March, former Earlham College IN student Erika Eisenberg sued her school for $3 million for failure to respond to her needs after she was allegedly sexually harassed and then raped by the father in her host family while in a school-sponsored study abroad program in Japan.

The incident caused many administrators to question their own prevention and response strategies, and legal liability in a similar situation. Although both sides agreed to keep the financial terms and other details of the settlement confidential, Eisenberg's father said he's pleased the litigation has ended and she can get on with her life, either working or going to grad school, according to *The Indianapolis Star* on September 26, 1998.

New Hockey League Shops for Conference

By the year 2000, at least seven midwestern schools including the Universities of Minnesota, Wisconsin and Ohio State will have varsity women's ice hockey. The question now is whether their new league will join the men's Western Collegiate Hockey Association (WCHA), join the Big 10, form their own conference or a hybrid.

Chris Voelz, athletic director for women's sports at Minnesota, formerly leaned toward forming a conference of their own, but now she isn't so sure. At a recent meeting of administrators at the schools, she told *WIHE* they drew up a list of principles of play for the new women's ice hockey league.

Next they'll systematically carry their principles in their back pockets and shop for a conference that will accept the league with its principles on their own terms. If they don't find one, they can always start a conference of their own.

Weber Allows Violent Coach to Return

Despite allegations that he pushed his wife in his university office violently enough to break her wrist, Ron Abegglen will be allowed to coach men's basketball another year at Weber State University UT. He will receive $95,000 for coaching in 1998-1999 and then retire, receiving another $95,000 to buy out the remaining three years on his contract. Abegglen was reinstated after a three week "administrative review," according to *The Chronicle of Higher Education* on-line for August 7, 1998.

SUNY Prof Wins $117,000, Her Job Back

It took her six years, but Randy Kaplan won an award of $117,000 plus interest in back pay and benefits, and got back her job as an assistant professor of dance and theater at SUNY-Geneseo. A federal court ruled that her department chair discriminated in not renewing her teaching contract in 1993.

Chair Terry Browne waged an anti-women campaign and often disparaged Kaplan personally by calling her a "bitch," "man-hater" and other more vulgar terms. Despite her department evaluation of 9.8 on a 10-point scale in 1992, provost Don Spencer referred her recommendation to a faculty committee, which voted 3-2 to deny her a contract. She was supposed to be considered for tenure in 1993; instead, she was forced to sue for gender bias.

The judge ruled that the faculty committee should not have considered a letter from a student attacking her and calling her "an intense advocate for female rights," since the student was a close personal friend of chair Browne.

Union leader Margaret Stolee said: "The most important thing right now is to start working to heal whatever wounds that might have occurred over the past six years, so Randy can be reinstated as the proud faculty member she was," according to the *Democrat and Chronicle* (Rochester NY) on September 25, 1998.

Anita Hill Teaches WS Classes at Brandeis

The woman whose 1991 accusations of sexual harassment by Supreme Court nominee Clarence Thomas brought the issue to the nation's consciousness, Anita Hill, is now on the faculty at Brandeis University NY. She teaches two classes in women's studies, "Race and the Law and Women" and "Media and the Law," says *Black Issues in Higher Education* on October 1, 1998.

Hill was a professor at the University of Oklahoma law school, then was a visiting professor at the University of California-Berkeley, where she wrote *Speaking Truth to Power*, an autobiography detailing the life-changing Senate hearings.

So What If You Have a New Baby?

Female professors at the University of California-Davis can find out the real story on what may happen to them after motherhood from a collection of 19 articles written by anonymous colleagues who have been there.

Despite rules requiring Davis to give all its female faculty members six weeks after birth and a break from teaching during the semester they deliver, in reality department chairs have a lot of descretion in decisions.

To share information, the campus Women's Resources and Research Center published a booklet of the 19 women's stories. They illustrate the wide discretionary power of chairs to determine maternity leave arrangements, the variability in women's needs, the discrepancies in what the women need and what they get and the vulnerability of untenured faculty:

- A professor's courses were canceled when she gave birth to twins: the dean refused to pay for a substitute.
- A babysitter crisis forced a female faculty member to deliver her lecture with her infant strapped to her back.
- A new mother who stopped in at the office to show off her three-week old daughter got hornswoggled into writing a grant proposal due the next week.

Get it for $2 from the Women's Resources and Research Center at UC-Davis, Davis CA 95616, or free on the Web at http://www.ucdavis.edu/babybook/ according to *The Chronicle of Higher Education* on October 16, 1998.

Researc h Shows Women Excel at Distance Ed

Research at four schools shows "Women do better than men in distance education," according to James V. Koch, president of Old Dominion University VA, writing in *The Chronicle of Higher Education* on September 11, 1998.

- **Performance**. Female distance learners outperformed males among the nearly 16,500 students in 25 majors taking distance ed courses at Old Dominion. Among juniors and seniors, women had an average GPA of 3.16, compared to 2.87 for men. Among grad students, women earned a GPA of 3.68, compared to 3.54 for men. Students of both sexes earned higher grades than students taking the same course in an on-campus classroom, even with the same professor.

The difference may be due to distance learners being more mature: they're older (an average age of 34), working more than 30 hours a week at Old Dominion, and motivated, especially if employers pay their tuition.

- **Retention**. Women distance ed students are slightly more likely than men to register for courses for the next semester unless they graduated. But with a retention rate of 92% among distance ed students, compared to 82% for those on-campus, there isn't much room for improvement.
- **Satisfaction**. Studies of more than 400 students in two dozen courses at Ball State University and Indiana State University showed no statistically significant difference in satisfaction between female and male students taking distance ed courses.

At Old Dominion, 12,000 students in 150 distance ed courses reported no difference in satisfaction based on their gender.

At the University of Southern Queensland in Australia, a study of 222 students found gender was unrelated to student's anxiety about distance ed, as were age, discipline and marital status.

Hiring a Coach? Tips from Two Veterans

Two top athletics administrators shared their hiring secrets at the fall forum of the National Association of Collegiate Women Athletic Administrators (NACWAA) in Monterey, CA in October. Participants heard from Joan Cronan, women's AD and basketball coach Pat Summitt's boss at the University of Tennessee, and Karol Kahrs, associate AD at the University of Illinois.

"Hiring coaches is the most important thing we do," Cronan said. "A bad hire in a coaching position is a seven-year mistake." It takes four years before new hires are coaching their own recruits, she explained, and another three more years to evaluate them.

To coach women's teams, both Cronan and Kahrs prefer to hire women but look for the best coach. "The real key is to understand what their role is with their athletes," Kahrs said.

Cronan has learned much about what to ask since coming to Tennessee 15 years ago. "When I was hired, I didn't ask what other staff salaries were or whether our people got dealer cars," she said. She learned Pat Summitt made $21,000 and men's team coaches had 44 dealer cars, while women's coaches had none.

Kahrs: You need a passion for it

Recruiting top coaches takes passion, a strong belief in the school and program, and a proactive approach. "I love the quest, I love the catch," Kahrs said. Other tips:

1. Always be looking and have a hit list: "When I meet people who impress me, I make a note of them."

2. Use your network. "When I know a position will be open, I call people I know and ask who they know."

3. Select a search committee. She includes both staff and community representatives on the committee.

4. Use phone interviews. "I call and tell them we have an opening, and ask them to tell me a little about themselves and their program."

5. Carefully structure the campus visit. "When I bring candidates to campus interviews, I put them through very intense situations," Kahrs said. "We have interviews for 14 to 16 hours. I'm also the last to see them. I want to know if they're the same person after that long of an intense day that I saw first thing in the morning," she explained. "They meet with our people individually. I want them to say the same thing to each of them."

6. Sell your job. "I want everyone to leave wanting the job," Kahrs said.

7. Get written feedback from each person who interviews the candidates.

8. Ask the candidates to take a personality test (like the Predictive Index or the Myers-Briggs) so you know what type of person you're interviewing.

9. Focus on the top two or three candidates and see which best fits your program. "There's not just one perfect candidate."

10. Ask for advice. "I call friends who know me, and explain that I'm fixing to hire this person. Then I ask, 'Can you tell me any reason I shouldn't hire this candidate?'"

Kahrs is considering making a home visit next time, so she can see the coach in action on home turf. "I want to hire somebody who's hungry," she commented. "I want her chomping at the bit to get our job."

"Be prepared to hire at any time," Kahrs advised. "I've made a lifetime practice of knowing who people are. Whenever I have an opportunity to see a good coach, I take it. You need to see them in their environment."

Karol Kahrs and Joan Cronan

Kahrs recalled hiring one coach by phone, back when she had only a $3,000 recruiting budget. "He went 6-0 but had no respect for rules, regulations or budgets" she reported. "I fired him after one year."

Tennessee recruiting tips

Cronan had her own general recruitment tips:

1. Know up front what you can offer.

2. Know the market value of the job.

3. Know as much as possible about the coach's current situation: salary, benefits, other perks, what hits her hot button.

4. Be open, frank, honest about your program and needs. Do you want it rebuilt? Do you want to solve a problem? Maintain the program? Don't hint at things you can't deliver.

I love the quest, I love the catch.

On the other hand, don't forget anything you can deliver. "One of the key things we overlook is what our institution can offer," Cronan pointed out. "When another school was trying to steal one of our coaches, we made a list of retirement and other benefits provided. The result? "The coach stayed with us!" Cars, tickets, a bonus plan — it all adds up. Everybody offers free cars, but "We got tickets for free car washes, and the coaches just love it!"

On the issue of coaching contracts, Cronan suggests it's best to have everything in writing to protect both sides later. "If all coaches had contracts, you'll be able to get rid of some of them quicker," she said.

"Keeping a good coach is the hardest job," Cronan said. "My job is to keep Pat Summitt happy. At a school program, I mentioned that keeping Pat Summitt happy was not the easiest job in the world. Her husband and mother gave me a standing ovation!"

Who's most important?

Cronan agrees with a policy from the First Tennessee Bank that asks, "Who's most important: stockholders, customers or employees?" The answer was simple: employees. If you make the employees happy, they'll make the customers happy, and the profits will make the stockholders happy. It's the same with coaches. Developing a good relationship with the coaches is crucial. "We are open and honest with each other," Cronan said. "Never work for somebody who will not cry at your funeral."

Kahrs agreed. "Trust is crucial. If there is not trust, it is not a good fit." To help develop that personal relationship, Kahrs meets candidates herself at the airport. "I go myself. I never send an assistant," she said. Candidates "want to see the community, where they might live. I make sure they meet real estate people while they're here," Kahrs added. "Treat coaches like they're special to your school."

The trust factor

Building trust sometimes involves more people than the candidates themselves. For example, when hiring an employed coach, the recruiter must consider the school's image as well as protect the candidate's confidentiality, according to Kahrs. "After I call the coach and offer the job and get an acceptance, my second call is to their AD, to alert them to the situation," she explained. "I don't believe in disrupting another school's program to solve Illinois' problems."

Wise women learn from their mistakes. Wiser women learn from other people's mistakes. The wisest women learn from others' successes.

Kahrs related that one coach was interested in jobs at both Tennessee and Illinois. "Joan and I spoke about it, and what each needed at our school," Kahrs said. "It helped us know whether that coach would be a better fit at one or the other school," she said.

"In another case, I was after another high-profile coach. I called his boss and told her I wanted him," Kahrs remembered. `You'll never get him,' she said. At the end of the year, I drove to Atlanta and interviewed him at the airport between flights. By January 1, it was sealed and delivered," Kahrs said.

Her success in recruiting that high-profile coach had little to do with money or benefits, she said. "It was about recognition and appreciation for that person's work in a non-high visibility sport," Kahrs said.

"What top-level coaches want is a quality opportunity to develop their sport to its highest potential," Kahrs pointed out. "Some coaches want money in their pockets, and some want money in their programs," she explained. "Coaches who are smart and want to stay around know that what's most important is resources, facilities and support systems, not just money in their pocket," Kahrs said. On the other hand, "Every sport has its marketplace."

The search committee

Kahrs generally selects coaches with input from her AD, compliance officer and other coaches, but not students, especially with a high-profile coach, she said. Students are likely to talk and unintentionally expose the other coach. She does meet with the team to discusses the process involved. "They can tell me the kind of coach they want, but they don't make the decision. "They're not going to be left with the new hire; I am."

In response to a question Cronan admitted she had overruled the search committee, and advised keeping the committee small and gaining input from everyone.

Kahrs suggested that the committee not be expected to make the final selection, but it can recommend not hiring one particular candidate. "In one case, 14 committee members met a candidate. He was a high-profile coach, but all 14 said he burned bridges. He was the best on paper, but we didn't hire him," Kahrs said. "I really wanted that coach, but if 14 of my people say no, I'd be foolish to force that one on them all."

Involve the retiring coach?

"In a search to replace a coach who's been successful and is retiring, would you involve this coach in hiring the successor?" another questioned.

"You don't want them to pick their successor," Kahrs responded. But they know the marketplace and the program. They know the integrity and image of a candidate, she said. "If they spent a lifetime building your program, they don't want it to crumble," she added. Even though retiring coaches shouldn't be picking a successor, they can be a valuable resource.

Different skills for a new sport?

New sports "can have large pitfalls," Kahrs told a questioner. Their coaches "have to know how to build a program and know the energy level needed." That experience could have come as a coach, assistant or student athlete.

Any coach of a new program must "go at it full speed ahead, Cronan added. "You never have a second chance to make a good first impression."

Hiring coaches who will succeed is not an easy assignment. It requires both wisdom and experience. "Hire somebody you'd be proud to take home to mother," Cronan suggested.

"Wise women learn from their mistakes," Cronan added. "Wiser women learn from other people's mistakes. But the wisest women learn from others' successes." ■

—DG

Karol Kahrs, University of Illinois-Champaign (217) 333-0171; Joan Cronan, University of Tennessee (423) 974-0111.

Proud to Take Him Home to Mother?

What's the motivation for the two ex-soccer players at top-ranked University of North Carolina who filed a $12 million lawsuit accusing coach Anson Dorrance of sexual harassment? Assuming their charges are true, probably the same transgressions occur on hundreds of other campuses.

Buried within the 19-page lawsuit is an accusation that may be the real motivation for one of the players, Debbie Keller, the national player-of-the-year for both 1995 and 1996. When recovering from a heel injury, Keller sought help from Nike and Adidas in obtaining a custom shoe that would enable her to continue playing.

But Dorrance blocked her efforts to obtain special shoes, the suit says, because he was playing the companies against each other to negotiate a lucrative sponsorship arrangement for himself. His deal with Nike will result in Dorrance personally receiving $450,000 over four years, a big raise from his $50,000 coaching salary. Meanwhile, Keller's injury prevented her from playing and winning a gold medal with the 1996 U.S. Olympic team, reported *The Boston Globe* on October 4, 1998.

Preview: The Joys and Jolts of Becoming an Administrator

Many at the Wisconsin Women in Higher Education Leadership (WWHEL) conference in Appleton in October had left the faculty for administration, while others contemplated it. A panel of four who recently made the transition described their satisfactions and challenges.

- **Barb Tuchscherer,** associate dean of service occupations at Fox Valley Technical College, had two separate half-time contracts for her nursing faculty and administrative positions. She earned more as faculty than as dean, thanks to the union. When the dean's job expanded to full time she had to choose; administration paid less but carried more hours and responsibility.
- **Sidney Bremer,** CEO and dean at the University of Wisconsin College at Marinette, took a year off from teaching to be assistant to a VP. After an administrative internship and a state university job where she worked with regents and legislators, she planned to return to teach on her old campus. Instead she accepted the chance to apply her new administrative skills in Marinette's nurturing campus community.
- **Margaret Madden,** associate dean of the faculty at Lawrence University WI, cut a college teaching load to half time to make room for an administrative assignment. Though she planned to revert to full-time faculty in a couple years, she found she liked being involved in the big picture.
- **Leslie McCain-Ruelle,** chair of the School of Education at the University of Wisconsin-Stevens Point, was ready for a change, having taught the same course for 13 years. Her first administrative job was to head an unhealthy department, where she sought to change the climate to give each member a voice. "I'm obsessive about order so the opportunity to shape it appealed to me."

L–R: Barb Tuchscherer, Sidney Bremer, Margaret Madden, Leslie McCain-Ruelle

The panelists suggest the switch from faculty to administration is not for everyone. It means less private time and less freedom to voice private opinions. "I lost my reflective and critical thinking life to one that's much more action-oriented," Bremer said. To help those who contemplate a switch, they offered advice.

Scope and pace increase

Administrators must give up a narrow academic focus to be generalists. Every day brings diverse crises to resolve, policy issues to decide and meetings to attend. There's no time to reflect about the meeting you just left before you're on to the next. A fresh challenge every few minutes may be exhilarating: "You can take a crisis that comes in the door, come up with a plan and see it to fruition." But administration's a poor choice if you like predictability, focus and control.

The demands on you as an administrator have no limits except those you impose. You need to be willing to close your door or work late. "I've had to let go of having everything done. Learn to sort so you can recognize a real emergency when you see it."

Unlike faculty, administrators aren't regulated by class hours and semesters. Some can turn this fluidity into an advantage. One set appointments to fit family needs; "I took my suitcase, briefcase, laptop and diaper bag all at once."

Administration's a poor choice if you like predictability, focus and control.

Working with and through people

People skills are crucial. "As a faculty member I could challenge and be devil's advocate. Now I lead, seduce, lure people to act in ways that are mutually satisfying." One panelist used feminist management techniques to empower people and improve morale. Another applied her training in social psychology to see the environment in terms of social interactions, saying "It's a lot easier to change the environment than to change an individual."

Faculty ask administrators to resolve sticky disputes. "I can see what motivates faculty, but they can't see what motivates each other." One said faculty resist working as a team and called the faculty's union mentality the hardest part of her job.

People who don't get their way may attack you verbally. If the attack involves other faculty or students, you must confront it before it harms the institution, the panelists said; otherwise ignore it.

One experienced warm support from her new colleagues but others felt isolated or rejected, especially by older administrators. One missed the confidantes and friends she'd had on the faculty once she crossed over. Another tried for a year to win everyone's respect and then gave up, deciding to focus on the 90% who respect her instead of the 10% who don't.

The power to get things done

"I didn't realize how many decisions have to be made," one said. Old issues that have been festering for ten years suddenly must be resolved in a week. New ones arise without notice; a new administrator awoke to a snowstorm and only then realized it was her decision whether to close campus. The challenge of Madden's professional life came when the dean who hired her suddenly died, leaving her acting dean of the faculty.

If big unilateral decisions are daunting, at other times the challenge is to guide people through a process without being wedded to a particular outcome.

Making good things happen requires a sense of where people are headed and when the time is ripe. Bremer's school held a daylong celebration of the area's Menominee origins, complete with feast, powwow, and workshops. If your joy in working with people and making things happen outweighs your love of concentration and control, administration just might be for you. ■

—SC

Cultivate the Habits of Highly Successful Women

Successful women share distinctive habits of mind and action even though "success" means something different for each. Laura Davis told women at the American Association of Women in Community Colleges (AAWCC) Region V conference in October that we can learn from those who've succeeded before us.

Laura Davis

"Success is the ability to vision. It's about passion; it's a lifestyle," she said. Men think success is a target you either hit or miss. Women get more joy out of life because they make success a process, not an end result.

Define your own success

What does success mean to you? Bill Gates of Microsoft makes $400 million a week, yet to him success would be for every library in the U.S. to have access to the Internet. Mother Teresa died with virtually no material goods. Was she less successful than he?

What counts as success depends on your priorities. In a previous job, Davis was judged on sales of T-shirts at rock concerts. At a meeting about T-shirt design, color and fabric for the band R.E.M., she was startled by lead singer Michael Stipe's proposal to print the T-shirts inside out. Success for Stipe meant doing something unique, whether or not the T-shirts sold. They succeeded by both measures: The unusual T-shirts became collectors' items and sold out in no time.

Successful women are clear about what's most important to them. An Ecuadorian woman with a computer degree sold $100,000 worth of Aldus software in South America after other companies refused her a franchise. A woman who faced discrimination as a partner in a law firm started a group to support other women in similar situations. Both knew what they wanted and were able to make it happen.

"I challenge you to be strong in setting your goals," Davis said. Measure your success by your values, not those of the wider culture or the media. You are already a hero to your family and colleagues. To refresh your memory, complete these three sentences:

1. My most recent success was... Maybe you survived the weekend with your kids. Maybe you won a blue ribbon at the 1998 State Fair. Others don't need to know about it; what matters is that *you* know. Revel in it.

2. My top three priorities are... Make a list. Flextime? Family? Seeing a student's eyes light up with understanding? What choices would you make on your deathbed or a desert island?

3. I deserve success because... Spell out the reason and remind yourself once a day. Enlist others to remind you. "We draw to us what we expect," she said.

Follow up with action

Women must take responsibility for the journey of success. Having defined what success means to you, be purposeful in articulating your goals to others. Say what you plan to do with your skills. Continually invest in yourself; if you don't, why should anyone else invest in you? Women who want to be leaders need to be honest about it, not only with themselves but with colleagues and significant others.

Erma Bombeck had the idea for a newspaper column in 1965. After the male editors of two newspapers refused to see her and ignored her samples, she joined clubs to meet their wives. She started writing for community papers. Soon the editors came to her. Within two years her column topped the list in readership.

Cammi Granato played hockey with her brothers, but her mother advised her to pick another sport to have a future as a female athlete. Like Bombeck, she took responsibility for her own journey of success and went on to be the top women's ice hockey scorer in the 1998 Olympics.

Skill-builders for action:

1. Be an information junkie. Use the Internet, the most valuable information tool of the 1990s.

2. Stay alert for opportunities. Don't be like Harvey Mackay, author of *Swim with the Sharks Without Being Eaten Alive*. He didn't recognize TV journalist Diane Sawyer sitting next him on a flight from Minneapolis to New York. He ignored her to concentrate on proofs for his latest book, then realized 20 minutes before landing what an opportunity he'd squandered.

3. Start today. Davis urged listeners to think about their priorities and values on the way home from the conference. Successful women know it's never too soon to take the next step.

Give and accept support

Successful women learn from each other. Corporate leaders rank mentoring second only to education as a key to success. The term began in Greek mythology when Odysseus appointed Mentor to teach his son. Mentoring revived in the early 1970s among white males; now women are changing the rules to make it more intentional and inclusive. To make the most of your mentor,

What counts as success depends on your priorities.

- *Define procedures like how often you'll meet;*
- *Show enthusiasm;*
- *Follow through to show you've listened;*
- *Reward yourself and your mentors;*
- *Pass it on by mentoring others.*

Research shows only 10% of us take advantage of associations to help us be successful. What a waste of networking potential! Fewer than one in ten real job opportunities are posted. Women are fabulous networkers. They grew up playing house or jump rope, practicing cooperation while boys competed at marbles, football or cowboys and Indians. As adults they share information and reap the power of informal contacts. To strengthen your network,

- *use post cards regularly to touch base;*
- *build a safety network you could call for help at 2 a.m.*

—SC

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Can Servant Leadership Work for Athletics Administrators?

Athletics administrator and servant leader sound like opposites. Athletics emphasizes hierarchy and control. Servant leadership means shared decision-making and a sense of community, with the servant leader making her life and work a holistic opportunity to serve others. "It means the lowest staff person can contribute as much as the leader," Pam Walker of Cerritos College CA told the National Association of Collegiate Women Athletic Administrators (NACWAA) fall forum in October.

Pam Walker

In the concept of servant leadership, no one is more important than anyone else. A college president shoveled snow so his students could get to class. At a college dinner he helped pick up the potatoes that spilled when the woman who was carrying them tripped.

Walker has held several administrative jobs since earning her doctorate; she's now dean of physical education/athletics and interim dean for admissions and records, and advising at Cerritos. When she needed soccer bleachers, she bought them but learned the maintenance staff couldn't assemble them for six weeks. Finally she had them forklifted to her office and rounded up help to assemble them herself; the football team jumped on them to make sure they were sturdy. She got in trouble with the union, but soccer fans got bleachers before the end of the season.

Why be a servant leader?

At the start of the conference session where she first was introduced to Robert Greenleaf's concept of servant leadership, she sat way at the back of the room. Gradually she found herself moving to the middle and then up front. A flyfisher, she said, "I felt like a fish being reeled in."

It changed the way she did business. But it didn't make her life easier in the short run. Life was simpler when she told her staff what would work, set up the agenda and carried it out. She's met resistance, too; some are uncomfortable with sharing responsibility to find a workable solution. Servant leadership is harder and more time-consuming; but the arduous process of involving everyone in a decision pays off when all buy in.

Life was simpler when she told her staff what would work, set up the agenda and carried it out.

Greenleaf has three criteria for effective servant leaders:

1. Do those who are served grow as individuals?

2. Do they become healthier, wiser and freer, more autonomous, more likely themselves to become servants?

3. Will the least privileged members of society benefit, or at least not be further disadvantaged?

About 60% of the students at Cerritos College are minorities, Walker said, and education is their only key to success. Making creative self-expression, openness and personal and collective development the norm lets those students discover how they can contribute. For them, learning in a context of servant leadership may make the difference of a lifetime.

Becoming a servant leader

The long-term transformation in your approach to life and work begins with a feeling that you want above all to serve. Next comes a conscious choice to aspire to lead, in order to serve other people's highest priority needs. This motive has inspired many who are drawn to lead in women's athletics.

Servant leadership is hard work and takes practice. You don't have to get it right the first time; "Every horse bucked me off until finally I learned to respect them," she said. To become a servant leader:

- *Listen receptively* with empathy, respect and trust; acknowledge what you hear.
- *Listen for what is not said.* What people don't say is often more important than what they do say.
- *Be aware.* Don't miss an opportunity.
- *Become an asker of questions,* not a giver of solutions.
- *Use persuasion* to convince rather than coersion.
- *Look for alternatives* to the use of power and competition.
- *Apply courage and foresight.*
- *Learn to appreciate ambiguity* and/or paradox. Keep asking questions, again and again.
- *Be a healer.* Help those you encounter to grow toward wholeness.

Mastery of the art of leadership comes with mastery of the self. "Ultimately, leadership development is self development." Come to terms with your gifts and limits; Walker moved to a California community college to reach her goal of a college presidency, unlikely at a four-year college. Seek knowledge based on real life experiences. Take a critical look at what makes you happy.

Applying it to athletics

Specifics of her servant leadership approach vary by situation. She compared it to the sheep-raising she did in 4-H. There are two ways to herd sheep: take one sheep and teach it to lead, or get a dog who will bite them in the rear. "Servant leaders are mindful, but sometimes we have to revert to the dog," Walker said.

She knows personally the challenges and rewards of being a win-win servant leader in athletics, a field where the win-lose model is the norm. To athletics administrators who would try to be servant leaders, Walker suggests:

1. Redefine the autocratic world of athletics to live within the new playing field.

2. Allow for opinions and make decisions as a team.

3. Attempt to change the "control" style of leadership to a more inclusive, empowering style.

4. Place the interests of those who report to you before your own, and steward their unique skills to benefit the organization.

5. Expect questions from those who work for you. Ask yourself, "Why would they want to work for me?"

6. Remember always to have patience with the process.

—SC

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How Women's Studies Saved a Catholic Women's College

Increasingly under attack, women's studies got a boost from Patricia McGuire, president of Trinity College in Washington, DC. "Women's studies saved this increasingly small species from total extinction," she told the National Association for Women in Catholic Higher Education (NAWCHE) conference held in June at Trinity.

McGuire offered her own story. The daughter of Irish and Italian immigrants, McGuire attended a Catholic girls' academy in Philadelphia in the late 1960s, and got a scholarship to Trinity College. Her parents thought Trinity would "improve my social skills and turn me into the kind of lady that they perceived in the great Trinity ladies," she reported. "I suppose that explains their great shock and dismay when I came home from college in blue jeans and work boots... proclaiming the tyranny of the capitalist system." Trinity provided McGuire a "riveting, challenging, liberating experience. I found my voice, my philosophy, my sense of direction."

Patricia McGuire

Conflicting identities

Most Catholic women's colleges must deal with varying expectations of their constituents. The media and non-Catholics often "believe that this genre is hopelessly parochial, a form of education that gives shape to the image of a convent school with all its repressive connotations." Even many Catholics have an "image of the great ladies, the white gloves... the keen intelligence softened for quiet service work in home and family and maybe some nice, clean jobs held while waiting for the MRS degree," according to McGuire.

Today's reality is totally different. "It's the student searching for meaning and maturity in a place that's exotic because it's so different from most other places, and yet a place that feels quite normal, quite ordinary, quite natural because it moves with the passion and rhythm and the voice of women," she said.

While the outside world still considers Catholic women's colleges "pretty weird," the schools also struggle with differing expectations of students, parents and funding sources. "We have one of the most powerful, most complicated missions of any institution," McGuire pointed out, and "we also may be one of the most schizophrenic ... because of this carousel of images and expectations."

For many years, Catholic women's colleges remained chained by these antiquated images. "In the supermarket of higher education," according to McGuire, "Catholic women's colleges failed to refresh themselves, perching in a sad and lonely way like shriveled brussel sprouts in the bin next to the seductively bright red and orange peppers. We resented those peppers, dammit, but we decided that we must be brussel sprouts, and we felt hopeless to do anything about it."

Historic roots contradict reality

Like most women's colleges, Trinity was created 100 years ago to provide access to higher ed for women denied entrance to men's colleges. During the enrollment crises of the 1970s and 1980s, most women's colleges closed, merged or went coed. Of 300 women's colleges in 1960, only 79 remain today. Almost two thirds of them (190) were Catholic, and of these only 26 remain. Now that women have access to virtually all colleges and universities, what's today's mission for Catholic women's colleges?

The surviving Catholic women's colleges learned to understand their power and give voice to their inherent feminism, McGuire observed. Women's studies scholars helped the schools take the lead. "We realized we no longer existed because women had no options, but rather because we are the best option for some women," she said.

When McGuire became Trinity's president in 1989, the school had much "internal conflict over mission, and it was paralyzing, taking us into a near-death experience," she recalled. The trustees told her to restructure the college or close it. She asked them to define its mission. If it was to educate predominantly white, Catholic 18- to 22-year-old students in residence, then her advice was to go coed. But if the mission was to serve women regardless of their backgrounds, then she said, "We have a great opportunity to serve women of all ages, all races, all religions and backgrounds." The board response: "We are here for women."

Women's studies provides insight

This strategic focus enabled Trinity to proceed, liberated from the past yet still true to the founders' goals. The women's studies program founded by AVP Patty Weitzel-O'Neill helped shape the school's revised philosophy and curriculum. Decisions about reforming the general program into the new Foundation for Leadership curriculum drew heavily on work by women's studies faculty.

Naturally there have been critics. When they complain of a retreat from excellence and rigor, McGuire points out, "Our faculty must work even harder because diversity is a hugely challenging dynamic." When they call it "an affront to our Catholicism," McGuire replies, "Our faith is in the doing, not simply the being ... we seek to help women discover the true image of God within themselves."

There's no shame in social graces when they are well used to achieve good results.

The harshest criticism has come from alumnae and their own peer group. "The seduction of our own mythology is a powerful draw," she noted, used as "a buffer to mask our real power and achievement, needed to protect the freedom of women to grow and wield their power. There's no shame in social graces when they are well used to achieve good results."

McGuire expects Trinity and other Catholic women's colleges to continue using their women's studies programs to lead Catholic women and higher ed. "Rather than lagging behind the trends, we must recapture our position as leaders in the education of women, places that can take great risks for women because we have the courage of our conviction and mission."

—DG

Pat McGuire at Trinity College: (202) 884-9000

Assorted Adaptations by African American Administrators

By Dr. Janice M. Edwards, EdD
Dr. Lanthan D. Camblin, PhD

African American women in leadership positions at white colleges and universities face distinct difficulties unique to them, which pose a very real threat to their well being, both personally and professionally. Based on the first author's 1997 EdD dissertation, this article discusses the issues and coping strategies by three women administrators, each of whom she shadowed for a week at their three public midwestern schools.

Challenges for African American women

While women in general face tremendous challenges in managing patriarchal conflicts at many schools, African American women must also deal with the complex intersection of race and gender. They have long been socialized to juggle family and community commitments with outside work, since the very foundation of the African American community depends on this ability. While admirable, these women often provide this salvation at a cost.

Although women from all racial backgrounds dominate at lower levels of administration, a disparity exists between the number of women who enter the system, and those who ultimately reach the upper strata.

Despite a pool brimming with competent African American female educators and legislation aimed at correcting past inequities, higher ed administration remains predominantly male. African American women at white schools perceive working harder for their promotion than do their white colleagues; often they must sit idly by as their counterparts receive promotions at their expense.

• **Tokenism.** African American women are at once more visible and equally isolated due to racial and gender differences. The token woman often finds herself in situations where she is made aware of her unique status as the only African American female present, yet feels compelled to behave as though these differences do not exist.

• **Sexism.** Institutionalized systems of sex bias often create impenetrable barriers that halt women's progress and stifle their professional development. Though sexism can severely affect the lives of all women on campus, racism and sexism compound the impact for African American women.

• **Racism.** Systemic racism may be one of the most covert but virulent forms of racial oppression facing the African American community. While doors have recently opened and African Americans have obtained greater educational and occupational opportunities, there has been no fundamental change in the principles and ideologies that fuel racism.

• **Mentoring.** African American women face an interesting challenge in searching for a mentor to monitor their progress and facilitate their professional development. The scarcity of African American women in first line administration on campus makes it difficult to find enough mentors to meet demand. As a result, a functional but ironic professional alliance has often been formed between African American women and white men.

• **Balance and family.** African American women often feel stretched to their limits physically, emotionally and psychologically as they try to find and maintain a balance between personal and professional lives. They will not forego their work, and cannot abandon their communities. Balancing these equally important but conflicting factors continues to be a goal that often eludes their grasp.

• **Competence and confidence.** Although confident of their abilities to lead, African American women too often find their competencies questioned by peers. While these inquisitions do not seem to affect their sense of assurance, value, and worth, the questions continue to contaminate their professional experiences.

Janice Edwards

Despite the difficulties, many African American women aspire to and maintain leadership positions at predominantly white colleges and universities. What motivates them to pursue and persevere as leaders, which creates such hardship and discomfort in their lives? How do they cope with the oppositional environments?

Internal and external motivations

• **Care for communities.** Internally motivated to juggle their professional responsibilities with community commitments, African American women want to improve social and economic conditions for other African Americans and women in their schools and communities. They also work for the welfare of African Americans and women in their professional capacities.

• **Leave a legacy.** African American women speak at length of wanting to make a difference and leave a legacy for other African Americans and women. They don't expect to directly benefit from their efforts, but they struggle for others who follow. Indeed, this nation's history is replete with African American women who were catalysts for extraordinary social change. Likewise, these contemporary women educational leaders see themselves as mechanisms for social and institutional change.

• **Justify their competence.** African American women often must justify their professional abilities more frequently than their white and male colleagues. Whether confronted overtly or covertly, these woman feel the frustration and degradation from having skills, abilities and credentials questioned, accusations often motivated by misguided assumptions about the leadership abilities of women and minorities.

• **Perform without support.** Although mentoring is necessary to the upward mobility of African American women aspiring to educational administration, few opportunities for support and guidance exist within the three women's schools. Given the absence of institutional efforts to correct current conditions, colleges and universities that employ these women clearly expect them to perform with equal skill and efficiency, despite less than equal support and assistance.

Adaptations to manage their environments

African American women leaders demonstrate several internal coping mechanisms to resolve the conflicts they encounter and allow them to manage their lives.

• **Perceptions.** Although issues of racism, sexism and tokenism are very real problems for them, they do not affect these women personally, for they have chosen instead to change how they think about the issues. Most do not perceive racism and sexism as obstacles. Instead, they see them as issues and challenges to overcome. These women do not perceive race and gender as something that limits or confines them, either personally or professionally. They acknowledge the reality of the issues, and decide to move forward.

• **Attitude.** Similarly, while African American women's lives have been confounded by issues of racism, sexism and tokenism, these women leaders do not develop a pessimistic attitude about their opportunities. They acknowledge racism and sexism as real, and set forth to deal with both. This strategy is clearly adaptive, given their educational and professional aspirations; had they seen the issues as obstacles, they would have been unable to achieve their current success.

• **Family.** Family commitments and support have emerged as one of the most critical variables to African American women's overall success. Whether it comes from mothers, husbands, siblings or children, these women felt they would not have risen to their current levels without the unwavering confidence of their families.

• **Community.** While community involvement created an additional layer of complexity in their lives, African American women in educational leadership often indicate that they could not imagine functioning otherwise. With built-in positive reinforcement, encouragement and affirmation, their community responsibilities allow these women to persist professionally. They serve on boards and committees; they're highly sought and welcomed with open arms, a far cry from what usually happens at their schools. What sense of assurance and esteem their colleges take away, their community replaces.

• **Spirituality.** The church has historically been and still remains one of the most critical components of the African American community. In a society where minorities are frequently devalued and women often marginalized, African American women rely heavily on the church and spirituality for encouragement, guidance, training and fellowship.

• **Presence as resistance.** Many African American women leaders actively resist the notion that they must denounce their race and gender in order to reach high leadership positions. Further, they resist frequent assaults on their self-esteem and self-worth by immersing themselves in their communities, families, and churches—locations where they receive messages to the contrary.

By purposefully placing themselves where they were valued and respected, these women resisted the potential internalization of negative racial and gender stereotypes. They clearly and consistently resisted with vehemence and passion anything counterproductive to their health and well-being; their will to resist allowed them to persist as leaders.

What sense of assurance and esteem their colleges take away, their community replaces.

Implications

If African American women are to get and keep leadership jobs in higher ed administration at predominantly white colleges and universities, they should:

1. Seek opportunities for involvement and leadership in communities external to their schools.

2. Develop the ability to perceive racism and sexism more as negotiable challenges than as immovable obstacles.

3. Seek opportunities for internal support both from other African American women and white men in higher ed administration. External sources of support are also critical for these women; family and spirituality stand as the most important resources.

4. Not expect to receive traditional rewards for their work. Rather, there will be times to recognize and accept the rewards found in working for the greater good.

Conclusions

Although it's been more than 30 years since the passage of anti-discriminatory measures such as Title VII, Title IX and affirmative action, it appears that very little progress has occurred. African American women continue to struggle with racism and sexism, and other policies and practices that exclude them from the very highest strata of higher ed administration. Educational leaders across racial and gender lines must become more fully aware of the challenges that confront women and African American administrators at their schools. As we move toward a new millennium, it becomes critical for administrators to think carefully about how demographic changes will affect their schools, and plan accordingly. ■

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Achieving Gender Equity in Classroom Computer Usage

With the increased emphasis on computers in the college classroom, two professors of communication and theater arts at Cardinal Stritch University WI decided to examine whether a gender gap exists in this area.

Examining computer usage among students today, Jean Garrity Hopefl and Mary Jo Janicik reported a bias favoring males at every stage. Contributing to the gap are competition for a limited number of machines, and aggressive, warlike software.

But a broader view suggests that many differences exist because of how boys and girls are socialized in our culture. The differences exist not in the machines themselves or what they're used for, but in how users perceive them, they reported. Men perceive that they have power over machines, while women perceive that they have power to accomplish with machines. Because these cultural norms are so deeply embedded, many of the imbalances are reinforced and persistent, matching our expectations of the way it is. As educators, we tend to reinforce this bias by accepting it as real.

In their presentation at the NAWCHE conference in June, Hopefl and Janicik explored the reasons for perceptual differences and suggested ways to make computer usage more gender equitable and friendly to both sexes.

Evidence of gender bias

Does gender bias exist in the realm of computers? According to the literature, the answer is an overwhelming yes! Despite a few contrarians, the vast majority of literature suggests that whether or not there is a real problem of bias, there is at least a perception of bias, and that the perception is reinforced more and more as students get older. Although girls and boys are equally attracted initially, it's social conditioning, male-oriented software, and teaching approaches that turn off girls

For instance, far more males than females are exposed to computers. Boys are 13 times more likely to have a computer available at home than girls, leading to what is called computer self-efficacy: feeling more in control of the machine and able to make a difference in its operation. Previous experience is the primary factor to increase self-efficacy. Less exposure and experience means less self-efficacy for females.

Additionally, women view computers as tools, not toys, and tend to use them for problem- solving. They're likely to spend less time "just playing around" to gain that needed feeling of self-efficacy.

Although computers are not just for boys, many girls would have you think so. A perception exists that computers are "about math" and therefore a "male domain," since girls are far more likely to suffer math anxiety. Ads reinforce the "computers are for males" philosophy: 70% of computer magazine ads show only males with machines, while only 3% show only females.

Current emphasis by the computer culture is on an "obsessive, highly focused behavior as the key to success," behavior that is more typical of boys than girls, at any age.

As Cynthia Cockburn said in 1992: "Technology has traditionally played a strongly gendered role in Western society: it is men who have developed, owned and given technology its cultural significance. They have done so typically to extend their dominance over women and over society as a whole." Even when girls talk about computer ability in general, its very often expressed as "girls or women can, but I can't."

Other factors that tip the scales toward males:

- "Hackers" are overwhelmingly male.
- The Internet was developed by men and for men; but the percentage of users who are women has increased from 25% in 1995 to 40% in 1997.
- Unless they consciously close the gap, females lacking computer skills will soon be at an even greater disadvantage in jobs and society.

The early educational and other socialization experiences of girls and boys also contribute to the perception of bias in the computer realm.

Women view computers as tools, not toys, and tend to use them for problem-solving.

Boys get more peer status for being "computer jocks," while there are few appropriate role models for girls. Even an article in the July 1996 *Advertising Age*, which advocates media and advertisers promote women using computers, limits women to using computers only for activities such as doing artwork, producing Web pages, planning vacations on an interactive travel network, and printing out their daughters' schedules.

Sexism starts early

Researchers found that 60% of all teachers lacked experience with computers in the formal, academic sense—and guess what—most teachers are women. This leads to a lack of appropriate role models for girls, which we can define as women who are good at and like computers.

Often a large number of students share a small number of computers. Aggressive kids (usually boys) get to use the computers more often.

AAUW research revealed persuasive gender bias against girls in competitive learning environments: boys tended to dominate and girls were marginalized. Girls' self-perceptions of their academic abilities were found to play a critical role in guiding their course selections and influencing their pursuit of leadership opportunities.

Boys are seen as stronger, so teachers are likely to ask them to help carry in new equipment. They're also seen as more mechanical, so they're more often asked to help set up the equipment and introduce it to the class. Teachers are usually unaware of this bias.

There also is a great deal of sexism in software: As young as preschool, boys play games such as "Missile Command." Girls are attracted to software that they find useful, such as word processors, while boys are more likely to use computers as games.

Puberty intensifies gender issues

Especially in the middle school years, most girls are very social and prefer people to things. They're also more

achievement oriented and want to know what the machine can do to help them attain their goals. Boys are happy with the mastery model: conquering the machine for its own sake.

While boys continue to be preoccupied with competition and winning, girls learn that it's OK for them to give up if the going gets tough. This "socially approved helplessness" behavior also reinforces to girls that they're more attractive if they give up, instead of competing and (gasp!) winning.

Gender bias continues in college and work

The number of bachelor's and master's degrees awarded to women in computer science is dropping off faster than the rate for men. Women in computer science departments face additional issues:

- There is more concern for safety at night in walking between cars and the campus computer lab.
- Women often receive unwanted romantic attention from advisors and others in authority roles. Often it's hard to tell whether their interest is romantic or professional.
- Social events often are male oriented and exclusionary.

As a result, many women opting for careers in computing either drop out of the academic pipeline or choose not to get advanced degrees and enter industry instead. In 1990, only 13% of PhDs awarded in computer science went to women; only 7.8% of computer science professors were women.

How educators can equitize computer usage

A program at the University of Lulea in Sweden helps young women develop confidence in their ability to excel in computer science. "Boys tend to take over completely in everything having to do with computers," noted the school's president, so the single-sex program is needed to counteract the effects of high school classes in the subject.

The two-year program is for girls only and provides girls with a bridge year to catch up in the necessary skills. The second year is made up of foundation classes, so by the time the girls join the boys, all are on equal footing.

One of the first and most basic ways to approach gender equity in computers is through course design. Kevin Treu, assistant professor of computer science at Furman University SC, states that incorporating gender equity changes makes computers more attractive to both sexes, and the learning objectives can remain the same.

Some suggestions to increase gender equity in computer usage by including girls' interests:

- Show computers used in practical and relevant ways.
- Include women in the history of computers.
- Draw attention to interesting projects being done by women and men. Emphasize that technology is used by people with various roles and responsibilities.
- Design instruction that appeals to both sexes: Offer options and don't stereotype projects.
- Add a section on ethics, exploring the human elements of technology, including social and moral implications. Ask "We can do this, but should we?"
- Discuss the role of computers in society, demonstrating the relevance of technical education to careers and daily life.
- Make your voice heard. Write to publishers with comments on software, whether good or bad. They need to know what consumers want.

Some specific teaching strategies can make computer usage more equitable, according to AAUW: "These creative techniques effectively encourage girls to achieve, take risks, pursue advanced-level classes, and become more involved in school activities."

- Reinforce girls' individuality through single-sex classes or other means.
- Foster girls' involvement using learning activities that encourage collaboration with others.
- Provide mentors, role models and female guest speakers.
- Give girls equal access to learning. Don't let boys dominate the available machines.
- Encourage students to work in teams.
- Minimize individual competition.
- Give girls equal time for questions and comments.
- If a girl is struggling with an answer, don't call on a boy to finish it for her.
- Maintain equal eye contact with girls and boys.
- Don't do for girls what you wouldn't do for boys.
- Spend time on basics to give both girls and boys a firm foundation.
- Use e-mail.
- Be introspective: Look at your own attitudes and behaviors regarding male and female roles.
- Work with colleagues to raise awareness of gender issues with regard to computer usage

If you choose positive ways of knowing and thinking, not negative stereotypes or discriminations, computers can become a tool to help all students develop to their full potential. ■

—MDW

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AAUW: Girls Face Technological 'Boys' Club'

Despite making progress in closing the gender gap in math and science achievements, girls still face an ever-increasing disparity in today's technological revolution that may disadvantage them even further in the new century, according to a new report by the American Association of University Women (AAUW) educational foundation.

A synthesis of more than 1,000 research studies, the October 1998 report *Gender Gaps* shows girls are increasing their enrollments in algebra, geometry, calculus and trig, and in AP and honors calculus and chemistry relative to boys, but are still less likely to take all three core science courses (biology, chemistry and physics) than boys.

In computer science, girls are much more likely to enroll in the data-entry and clerical classes that are today's version of typing, while boys are more likely to take advanced courses and get degrees in computer sciences.

The report includes 35 recommendations for action to reach gender equity in educational achievement, including teaching teachers to teach equitably, making algebra and geometry mandatory for all students, and relating technology to real world careers in a way that challenges student's views of gender-appropriate careers.

Tips to Help the Media Serve You and Your School

Journalists aren't out to make you look good, they're after readership and ratings. Making you and your school look good is your own responsibility.

At the National Association of Collegiate Women Athletic Administrators (NACWAA) conference in Monterey CA in October, Sue Castorino and Randy Minhoff offered issue management tips for dealing with the media. Castorino was a TV reporter and anchor; Minhoff was in print and radio. The couple's company, The Speaking Specialists, helps clients turn media contacts into an asset.

Women constantly ask why the media ignores women's sports. "What sports reporters want you to do is pick up the phone and call them when there's a real story," they said. Solid achievement may bore outsiders, but there's human interest in a golf coach who started caddying for her dad at age four.

Sports journalism has changed a lot. "Before, I'd do some homework, get quotes and write the story. Now I know what I want to write about before I even get to the interview," Minhoff said. The line between journalism and entertainment is clouded; reporters have to excite as well as inform. If human interest boosts circulation, so does controversy. Women especially tend to be open and trusting, then feel betrayed when the questions turn against them. They gave tips to learn to avoid gaffes and make the media work for you.

Use sound bites

Sound bites are a fact of life. If you talk more than 20 seconds, you're letting the TV reporter or editor decide which line makes the news. Keep control by choosing your most important point and leaving out the rest. Brevity makes it harder to be misquoted or have your remarks taken out of context. Don't let reporters seduce you into saying more than you intend. Answer *your* way in a sound bite of 20 seconds or less. And answer the same way the first, second or 50th time they ask the question.

How to prepare

Ask the interviewer ahead of time, "What are we going to talk about?" Think about potential questions so you can answer them proactively. Practice by having a colleague ask you every possible question, the stickier the better.

What is your public answer? You're speaking not to the reporter but through her to alumni, supporters and the general public. Women sometimes mistake a public forum for intimate girl-talk. Be accommodating and approachable, but don't confuse the interviewer with your real audience.

Just before the interview, drink water instead of a carbonated beverage to avoid burping on camera. Take a slow deep breath, squeeze your hands together at the diaphragm as hard as possible for three seconds, then exhale. It pumps you up.

Technique on camera

Your experience in recruiting, fundraising and public speaking already has given you the basic skills to deal with the media. Keep the tone casual and friendly. It's fine to show emotions like passion, sorrow or joy but don't get angry and abrasive. Appearing warm and likable can help you with viewers and reporters alike.

Sue Castorino & Randy Minhoff

Slow down and think before you start to speak. Students especially make the mistake of saying, "Well, you know, uh ..." while deciding what to say. When you've said what you want, quit, even in mid-sentence.

In any format, visual cues are as important as words:

- **Ignore the camera**; just let it eavesdrop.
- **Step forward to take control** instead of leaning back or crouching over the microphone.
- **Let go of a podium** and walk around the room.
- **Sit comfortably.** Typically women sit up straight and tall, while men slouch and look terrible.
- **Use your hands** or let them fall naturally to your sides. Typically men fold their hands at the crotch, women cross their arms over the bosom and athletic directors put their hands behind their backside, they said. "Each protects what's important to them."
- **On a panel, watch and listen** to the speaker; otherwise, why should anyone else? If you sit at the end, you won't have to turn back and forth like watching a ping-pong game.

Use 'but' to cover your butt: 'I can't answer that, but ...'

Deflecting difficult questions

The question you most hope to avoid will probably be the first one asked.

- ***Do*** stick to your core message.
- ***Do*** turn a negative into a positive. Use a nasty question as an opportunity to mention your high student athlete graduation rate, number of athletes, etc.
- ***Do*** use "but" to cover your butt: "I can't answer that, but ..."
- ***Do*** appeal to a reporter's ego by using a first name.
- ***Do*** take control by turning the question around: "You didn't see the game?"
- ***Do*** be very careful when a reporter says, "So what you're saying is ..." Don't go along unless you really agree; otherwise you're letting her put words in your mouth.
- ***Don't*** say "No comment," even if the topic is none of their business. It implies the accusation is true.
- ***Don't*** go "off the record." It's unclear when it starts and ends.
- ***Don't*** feel obliged to answer every question. Say "I'm not going to answer, but here is what I can say ..."
- ***Don't*** ever repeat a negative, even to refute it. Once you do, it's your words and can be quoted out of context.

The Speaking Specialists at (312) 527-2252 or (847) 831-2587.

Your Career: How to Do *The Best Work of Your Life*

By Pat Alea and Patty Mullins, PhD

Pat begins the story...

In 1993, Patty and I met through a campus project. Soon we agreed to meet for dinner every Tuesday at the Hong Kong Cafe. We each wanted to sort out our lives and careers, and agreed it would help to explore such complex territory with another pioneer. If all else failed, it wouldn't hurt to have a fortune cookie available.

Pat Alea

Patty, a visiting psychology professor at the University of Wisconsin in Madison, taught about issues related to work in her classes. I was director of marketing for the university alumni office but had a passion for mentoring and coaching others in their careers. We figured Patty's expertise in research and knowledge of work theory, coupled with my experience in career counseling, could create some important discoveries for each of us.

Over fall and winter, we shared books and articles and littered our booth at the cafe with pages of notes. Neighborhood people we knew often stopped to ask what we were doing week after week at what had become "our" table. "Working on our career plans," we answered; frequently the visitor sighed and said "I wish you'd help me with mine."

Five years later we've helped many of the same people who stopped at our table. The results of our career exploration were powerful. First we created a weekend seminar based on the process we invented at the Hong Kong Cafe. We wrote and refined a 35-page workbook and we now conduct regular Focus Workshops. This year we published a book, *The Best Work of Your Life*, presenting an approach to life and career planning in a three-phased process: clarity, strategy and action.

In the meantime, we host a monthly hour-long program on Wisconsin Public Radio program called "Careertalk with Pat and Patty." We discuss a provocative topic related to work; listeners from around the state call with questions and comments. Last year we added a bimonthly program on a CBS affiliate to give work-related advice called "Off to Work."

Our calendars are filling with opportunities to speak to professional groups and meet with companies interested in workforce development programs. Although we began our new career activities with intention, we are quite astonished ourselves that we achieved our goals so steadily.

Of the many things we've learned and now teach to others, one is the most critical: The distance from your current reality to a new and meaningful career vision is only a series of finite steps. Week by week Patty and I determined "next steps" we needed to take to develop our plans. We divided the tasks, and each Tuesday we each brought to the cafe a list with the items checked off. The more steps we took, the more control we gained and the closer we moved toward our goals. We encourage others to take those first steps. Whether you plan to stay in your current situation or leave for a change of career, there is no substitute for creating and managing your success.

Make no compromises with your life

Remember when we used to wonder about the color of our parachutes? The implication was that we should look at the emergency equipment just in case we had to bail out. Times have changed: Most people bail out with regularity, the last count being at least seven career changes per professional lifetime. Our advice is to get into the pilot's seat and learn to take off, navigate and land with precision. Don't wait to react; take charge now.

It was our disdain for compromise and feeling that we had lost control of our careers that propelled us to refashion our lives and rise to the challenge of our best work. Our jobs were inherently satisfactory, but we had each become restless and frustrated.

Today we know we weren't alone. Women's dissatisfaction with workplace values appears on the cover of *Fortune* and in the *Wall Street Journal*. Women are abandoning the workplace just when they appeared poised for success. And they aren't leaving because of the pull of traditional responsibilities. They, we, all of us, have had to compromise our values and the quality of our work. The extraordinary shortages of time and resources have stretched us so thin that we suffer from a new level of physical, mental and spiritual exhaustion.

Take control of your professional career

Is there an alternative to the professional frustration women experience? What if, instead of waiting to be lured away or until we're desperate to leave, women begin to move powerfully forward toward their best work step by step. Imagine institutions full of purposeful professionals developing careers not through blind ambition but through new clarity and a gradual, strategic plan to use their talents more meaningfully. That means gaining clarity not only about yourself but about your role in driving the organization's vision.

There has never been a time of greater workplace stress or of greater opportunity.

- What are the most pressing priorities and what strengths do you have to help address them?
- Does your work contribute to the success of others?
- Do you have a plan for lifelong learning?
- Have you made job and career goals for each year?
- Do you regularly measure your success and reset goals?

For those who envision a future outside of higher ed, it is possible to gain skills and experience now that you will use later. The key is to take control of your professional

life by being clear about your goals for development. Finding opportunities for project management, committee work, or involvement with new initiatives will build additional skills and abilities. Accepting responsibility for special events, program planning, or policy development adds valuable experience to your resume. Building professional networks locally and through state or national organizations also enlarges opportunity and provides the chance to exchange support by offering to be a mentor or advocate.

Patty continues...

Many factors keep people from taking charge of their careers, whether they hope to stay or plan to leave their jobs. Many women feel too busy working to take time for career planning. Others may have suffered a shrinking sense of opportunity as workplaces have become overburdened and under-resourced. Some of our clients feel they need another degree to give them more credibility, while others are too bitter to go forward. Our response: If you don't uncover opportunity yourself, you'll never realize the wealth of it that surrounds you. And if you don't discover and articulate your strengths, there's little chance that opportunity will ever happen.

Patty Mullins

If you think it will take another credential to create a career, look first at the credentials you've built up through years of living and working. Don't wait for the dream job to come along. No one but you can make a career plan that fits your life, your unique strengths, your values and dreams. If you wait for others to change your career, beware: They just might.

Clarity begins at home

We wrote our book because we wanted to help people take the steps necessary to get and maintain control of their careers. In *The Best Work of Your Life*, we begin with clarity. We offer a simple diagram, a Lifeline. On it we ask readers to look backward to earliest childhood to rediscover and note the personal qualities and assets they've had from the beginning. At a recent speaking engagement we asked for a volunteer to relate a childhood memory. An audience member described a photo of herself as a toddler in her playpen and her mother in the playpen with her! Because of her energetic and inquisitive nature, her mother had decided that containing her was the best approach. Joining her was obviously elective. We pronounced the storyteller a "situational leader" and she agreed that the description still fit.

Chapters in the clarity section help readers focus on achievements both in and outside of the workplace and demonstrate analysis of the natural assets to be uncovered in each experience. Past work needs to be examined for the good parts and the bad parts if you want to move ahead positively and with precision. Throughout this section, readers continue to identify skills and preferences that form the building blocks for career exploration.

Strategize for success

The strategy section begins with construction of an "Ah-ha" resume. This is the resume you create to present your skills to the world. It's important to have such a resume no matter what your career direction. It's hard to do but it's powerful. Your Ah-ha resume is the script you will develop to help you talk about your best work, past and future. Our clients always have an "ah-ha moment" while working on this resume. " Finally," they say, "a resume that I'm excited about. This is really me!"

We also ask readers to draw a LifeCircle, a simple diagram that helps expand vision from the personal, community, and creative aspects of life to the professional. Readers begin to discover a strategy that can include planning for goals outside a job setting. And the LifeCircle is a reminder to work toward balance. Along the way, readers learn detailed strategies for three types of interviews to help them become highly focused in exploring new directions.

Actions speak the loudest

When I wrote the first drafts of the action section, I was determined not to load these five chapters with information that would become obsolete by press time. Rather, I decided to explain how to find and use the right information to further career exploration in libraries, the Internet, networks, events and career services. I created characters to use these resources, to demonstrate how to do so with stories based on our real clients. Ana, Sam, Paula and Lamarr represent people at different career and life stages, with different values and needs and varied levels of education. Each has a particular challenge and each uses the resources to help find career focus.

We wanted to help readers use the best information possible, but to use just enough and not be overwhelmed. Too often clients said they couldn't afford to spend three hours surfing the Internet. We sought to send a strong message that 30 minutes at a time is enough, showing how the characters fit career planning into their busy lives.

Having worked through clarity and strategy issues, readers will use the action section to create a Best Work plan, the very kind of plan we first constructed at the Hong Kong Cafe over a year of dinners. Looking back, we're gratified to have distilled what we learned into a form that's easy to share. There has never been a time of greater workplace stress or of greater opportunity. It's not up to us to assimilate stress, but to rise above it and develop clarity, strategy and action to take advantage of that opportunity. ■

The Best Work of Your Life is published by The Berkeley Publishing Group; 238 pages; $13.00. Order at (800) 788-6262.

Principles from *The Best Work of Your Life*:

- ✔ Stuff the parachute. Get into the pilot's seat.
- ✔ There's no such thing as five years from now.
- ✔ Don't be an applicant. Seek productive partnerships.
- ✔ Don't change to fit a job. Find or create a job that fits you.
- ✔ What will you do when you're grown up? You ARE grown up.
- ✔ Take charge. Don't wait to see what's going to happen to you.
- ✔ Don't try for a bigger slice of the pie, make the pie bigger.
- ✔ Serve your organization by serving yourself.

Knowing When You've Got it Good

Women often speak of valuing the process, while men discount the process and fixate on the end product. Of course you need both a positive process and a workable result; as I reflect on the process that brought this product into your hands, I must admit that life is good.

For the past year, I'd been getting antsy. Being a Gemini, I have a limited attention span. And in certain hectic phases of the monthly *WIHE* production, I fantasize over a job flipping burgers. But recently a friend caused me to reflect on what I do and the benefits I receive, and I decided she's right: I've got a good thing going. In fact, we've all got a good thing, a win-win-win-win situation for *WIHE*, readers, writers and advertisers.

In the beginning...

In 1989, I headed the newsletter division of Magna Publications, which publishes several newsletters serving the higher education market. When I suggested a newsletter for women on campus, the owner nixed it as unprofitable. (He's now facing a $200,000 EEOC compaint by a female former employee alleging sex bias.) After being fired from there and another job, I wondered why I was repeatedly allowing unenlightened males to destroy my professional life.

In the summer of 1991, a week after being fired on my birthday from my third major publications job at the Credit Union National Association, I decided to start *WIHE*, with these objectives:

- Earn enough to send Liz to college in five years.
- Enjoy doing my own things without fear of firing.
- Travel the country to learn and share information.
- Gain respect as one who knows what she's doing.
- Meet the challenge of creating a new product to serve an emerging market, women on campus.

We did it

Having just returned from attending my third conference in three states within one week, I'm basking in the glow of having set a goal, achieved it, and now enjoying the rewards.

Needless to say, the results of my career plan exceeded my wildest dreams. At the fall NACWAA conference in Monterey CA, we had a table to familiarize women with *WIHE* and give away sample issues. The colleague who staffed it was overwhelmed by subscribers who expressed how much they appreciate and value the newsletter. "I wish I had a tape recorder," she said.

The conferences renewed my dedication to publish the newsletter, and made me appreciate my blessings. All too often we fail to appreciate what we have, as we focus on a perfection that doesn't and can't exist. Would breathing the sigh of relief when the issue is out of our hands be quite as sweet if we hadn't survived the intense travel, telephone tag with sources, fitting 60 job ads in the issue, checking obscure facts and final proofing?

Reflecting on the past seven years, I realize that publishing this newsletter has done far more than I ever thought it would back in 1991, when I was struggling to convince Liz she really didn't need $50 Gap jeans, including:

- **Provide a source of support** for 12,000 women on campuses in the U.S. and Canada, and thousands more via the Web.
- **Join together women** who can help each other, like those at the University of Akron starting a climate survey who will soon receive a copy of the survey forms developed at the University of Wisconsin-River Falls.
- **Create new ways to serve women** on campus, such as the *WIHE* bookmarks and the revitalized conference on Women in Higher Education we're co-sponsoring with NAWE in Charleston SC in early January.
- **Build a solid financial base** to send my daughter to college and replace my 1988 brown Toyota Corolla wagon with a 1995 red Mustang convertible.
- **Model an organization** that values women, as a recent e-mail from former intern Kate Ott, now a grad student in the Yale University divinity school, reminded us:

Sometimes it is difficult to not have a place like WIHE *to go throughout the week, where* she *is the operative pronoun,* women *is written before* men, *smiles and jokes fill the air even at PISS week, nice weather every once in a while means you have to take the day off and a hungry stomach finds M&Ms always ready. Being so lucky made me forget the real struggle women do face... Thank you for letting me be a part of a place that makes sure those myths of patriarchy don't become realities.*

What's next?

I continually hear the 1994 words of a publisher friend who wanted to know what I'm going to do next in my life, mingled with those of Pat and Patty on pages 38-39 advising women to create their own realities.

Serving women on campus through *WIHE* has been a lesson and a privilege, and has gotten me all I wanted and much more. I'd be a damn fool to quit now, when it seems that despite the challenges, we're all having a good laugh.

Mary Dee

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New Era Requires Soul-Searching, Leading from the Heart

Women can "create the foundation for a new kind of leadership for the 21st century," Zelema Harris told participants at the American Association for Women in Community Colleges (AAWCC) regional conference in Peoria IL in October.

She envisions "a leadership that requires us to do some soul searching — to get inside ourselves and be willing to pull the layers back, to know what's in our core." Reading the latest books on leadership is not enough. What's important is "how we act in the workplace each and every day, and how we treat each other," she said. "We've got to connect to our inner selves and speak from our heart as well as our mind."

President of Parkland College IL for eight years, Harris built a child development center and renewed the office of women's programs and services for community women. She was named AAWCC President of the Year in 1997.

Community colleges offer a unique opportunity to demonstrate leadership from the heart. "The role of community colleges is to continue to democratize higher education, especially to serve women and people of color," according to Harris. But she's concerned about examples that show how far we still have to travel toward "decency, compassion and civility."

Be willing to act

Harris told of a woman in a staff position at a community college who was friendly and competent, with advanced Ivy League degrees. Then she got a new boss who immediately criticized her work and declared her incompetent. She began to lose confidence and dreaded coming to work. After a particularly bad meeting with her boss, this woman fell to her knees sobbing in the hallway, her self-esteem completely shattered.

"Fortunately there was a network of women who immediately told the president of the situation," Harris reported. The woman was moved to another department that was more supportive. The boss is no longer there.

"Those of us in leadership positions must be willing and ready to act," Harris said. "We can't allow this kind of behavior in the workplace. Good people will be destroyed," she said. "Yet, we continue to rely on and protect administrators and others in leadership positions who fail to be compassionate."

New books on leadership often parrot those hard-core axioms of yesteryear. *The 48 Laws of Power* includes:

- Crush your enemy totally.
- Act like a king to be treated like a king.
- Never trust friends too much; learn to use enemies.

Zelema Harris

"There's a lot to be cynical about these days," Harris admitted. "But I don't believe this type of leadership should be substituted for humaneness," she said, because it generates fear. "Fear narrows options. It affects mental and physical health. And it decreases productivity."

Be compassionate

Instead "we need to be leaders with compassion," she explained, quoting Max De Pree: "Good leaders absorb pain, rather than inflict it. Bad leaders use rigidity and rules." (*Leadership Is an Art*, 1989). Insecure leaders "feel more comfortable with rules, even if the rules have outlived their usefulness," Harris said. An example happened in her own office:

A part-time instructor asked the college to send a bereavement note on the death of another part-time instructor's relative. Following the college's practice, a staff member responded: "I'm sorry, but we only send bereavement notices for full-time staff." This occurred during negotiations with the part-time faculty union; the note

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was forwarded to all faculty to demonstrate the insensitivity of the administration.

Harris responded with an e-mail explaining, "Sometimes our long-term practices are not examined to determine whether they are fair or make any sense at all. Obviously, our practice of sending bereavement notices for full-time staff needs to be changed. So effective immediately, we will send notices about any of your loved ones."

Be willing to listen to your inner self

"We really need to be more flexible as leaders," she stressed, to create win-win situations. "If you allow people to be who they are at work, they will be more connected to the purpose of their work."

Harris quoted Frances Hesselbein, former executive director of the Girl Scouts: "The biggest mistake American business leaders make is maintaining the rigid hierarchy they inherited and fearing what would happen if they moved into a more flexible and fluid and circular structure. The second biggest mistake is failing to recognize and demonstrate that their people are their greatest assets."

Eschewing a "great secret or formula for leadership," Harris recommends leaders "Listen to your inner voice. Most of what we need to know is already inside us. Leadership is not outer work. It is inner work. Connect with your inner truth."

Don't be afraid

Connecting with her own inner truth has led Harris to the following corollary recommendations:

- **Don't fear following your instincts**; they're usually right.
- **Surround yourself with people** who bring out your best and with whom you can be authentic.
- **Recognize your flaws.**
- **Seek honest feedback.**
- **Learn from your mistakes.**
- **Lead by example**, with honesty and integrity.
- **Be consistent** in your behavior.
- **When you make a mistake, admit it** and apologize.
- **Do all you can to replace the hierarchies** of our organizations with cultures built on trust, a sense of purpose and compassion.
- **Recognize that most people want to** do well.
- **Share information.** "Some mistakenly think that if they share information, they give away their power. Nothing could be further from the truth," Harris said. "Information ... should be used for genesis, not constraints," she added. "Information should disturb the peace, imbuing everything it touches with new life."
- **Seek out the so-called rebels.** Instead of shutting them down or pushing them out, challenge them to become change agents. "You need to challenge them and keep them involved, or they'll revert to their old ways."

Realize your real power

A women faculty member continues to challenge Harris. At a conference last spring, this faculty woman presented her wish list for what she wants in administrators:

- Please realize and accept that you have real power and real authority ... and please use it to make life better for students, staff and the college.
- Please remember where you came from.
- Please protect your physical and emotional health; I've seen too many women in upper level management get sick from exhaustion and overwork.
- Please listen to women's voices, thoughts and feelings.

Administrators' "greatest responsibility as leaders is to create the culture of your institution," Harris said. Times of greatest change bring the greatest opportunity for improvement. "We should not enter the 21st century burdened by systems that were designed for the 20th century. We can create workplaces that are compassionate," she noted. "We can write new rules, or even take a giant step and trust that people will do the right thing."

The first step? "I would encourage you, most of all, to trust yourself and lead from your heart," she said. ■

—DG

Contact Zelema Harris at Parkland College (217) 351-2200.

The Sticky Floor

Florine Robinson

Women administrators in higher education have long recognized the glass ceiling. At the AAWCC meeting, Dr. Florine Robinson pointed out another problem: the sticky floor.

It grabs and holds classified employees who do excellent work, preventing them from moving up and penalizing them for their competence. If they were promoted, who would replace them, working the long hours for the low pay?

As head of the Women's Education Research Institute, Robinson is surveying women in classified jobs to determine the scope and effects of the sticky floor. Conducted with the support of the AAWCC, the survey results will be presented at the annual meeting in Nashville in April 1999.

To participate in her survey, contact Florine Robinson at the Women's Education Research Institute, 3011 W. 183rd St., Suite 300, Homewood IL 60430; phone (773) 251-5603; fax (708) 922-0145. ■

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U of South Florida Settles Suit for $144,000, Plus $750,000 Fund to Compensate Others

"Our real purpose was to help all women in the future, not just now," explained Ellen Kimmell, one of the five women faculty who settled a $50 million lawsuit on gender bias on salary with the University of South Florida (USF) in November. She called the settlement "the best we were going to be able to do."

In addition to the $144,000 to be divided among five faculty women, the university will deposit at least $750,000 in a fund over the next three years to help eliminate pay disparities among other females and minorities.

Kimmell, a distinguished professor of psychology and education who has been at USF for 31 years, said the settlement means action now instead of years later. It also requires the university to hire an outside consultant on compensation and to appoint a faculty member as liaison to President Betty Castor on salary equity issues.

Six female full professors filed the lawsuit in February, claiming female full professors at the school earned an average of $61,976 in 1997-1998, which was $8,380 less than males. A sixth professor is continuing her lawsuit against USF.

USF has 89 female and 510 male full professors, according to an on-line report from *The Chronicle of Higher Education* on November 16, 1998.

Furor Over Last SUNY Conference on Sex Leads to New Theme: Resisting Silencing

Last year's women's studies conference at SUNY New Paltz was so controversial that a trustee sought campus President Roger Bowen's resignation for allowing it.

Trustee Candance de Russy and Republican New York Governor George Pataki just weren't ready for "Revolting Behavior: The Challenges of Women's Sexual Freedom," especially the workshops on sex toys, lesbianism and sadomasochism. Pataki called it "horrendously inappropriate," while others defended it as a free speech issue.

Learning from last year, this year organizers focused on what critics tried to do to them after last year. "Silencing Women: Voices of Resistance" was a cautionary tale capitalizing on a teachable moment. "We're not about to roll over and play dead," explained coordinator Susan Lehrer. Workshops included:

- How various forces unite to marginalize and silence women, including the media, legal and medical systems,
- Effective strategies for mobilizing against conservative attacks on women's freedom of expression,
- Three views of lesbian family experiences and values.

"Sexual education, birth control, how to prevent AIDS —these are matters that are very crucial," Lehrer said, issues that strongly affect women yet don't receive appropriate support. The report is from the Rochester NY *Democrat and Chronicle* on October 23, 1998.

NCAA Reports Big College Sports Make Less

Those who say big time college sports are financing women's sports had better come up with a new equation, as a recent NCAA report showed expenses are up more than revenues at most Division I and II schools.

In Division I-A with big time football, in 1995 revenues exceeded expenses by $1.146 million. In 1997, the excess was down by 62% to just $437,000, excluding institutional support. Expenses rose by 17% while revenues rose by 15%, not a good trend.

Overall, women's programs at Division I-A are getting a somewhat larger share of the pie, although still far less than men's programs. In 1995, the average total expenditure for an athletic program was $14,336,000; 16% went to women and 52% to men (and the rest to non-gender specific items). In 1997, the average expenditure increased to $17,297,000, with 18% spent on women and 48% on men.

Changes in the financial reports may result from many factors, including schools' efforts to expand women's participation in sports to comply with Title IX requiring gender equity in education, and more honesty in accounting procedures. In the past, schools have routinely used misleading accounting tactics, such as lumping together athletic and academic scholarships. Despite more control over accounting and reporting, some irregularities persist.

On average, athletic programs at all other divisions spent more than they brought in, even with institutional support.

Revenue and Expenses at 732 Div I & II NCAA Schools

		1995	1997	2-year change
Div I-A	Revenues	$15,482,000	$17,734,000	+14.5%
	Expenses	14,336,000	17,297,000	+20.7
	Difference	1,146,000	437,000	-61.9%
Div I-AA	Revenues	$4,012,000	$4,160,000	+3.7%
	Expenses	4,481,000	4,903,000	+9.4
	Difference	(469,000)	(743,000)	+58.4
Div I-AAA	Revenues	$3,042,000	3,036,000	-0.2%
	Expenses	3,830,000	3,645,000	-4.8%
	Difference	(788,000)	(609,000)	-22.7%
Div II w/fb	Revenues	1,350,000	1,165,000	-13.7%
	Expenses	1,571,000	1,635,000	+4.7%
	Difference	(221,000)	(470,000)	+112.6%
Div II w/o fb	Revenues	838,000	906,000	+8.1%
	Expenses	1,015,000	1,276,000	+25.7%
	Difference	(177,000)	(370,000)	+109.0%

The data point to an increasing need to re-examine whether higher education can afford to continue funding athletics at the elite level for some sports. Data from the *NCAA News* on October 19, 1998.

Colorado School of Mines Sued Again for Bias

When five of six women in the math and computer science department either quit, took leave or were about to quit, the school's statement that associate professor Jean Bell faced no sex bias sounded hollow. Claiming her department chair ridiculed her, paid her poorly and stymied her career, she filed a federal lawsuit for gender bias in April.

Now a second female has sued for sex bias. Karen Tichenor, who was hired last year to direct a program that encourages a healthy climate for women in science, engineering and math, was herself a victim of the school's en-

vironment. Her federal lawsuit filed in August claims the school failed to provide the resources to support the program, her superiors treated her like a clerk rather than a peer professional and when she complained, stripped her of some responsibilities.

One of the women who was on sick leave due to stress, Joan Hundhausen, said a pervasive glass ceiling at the school kept women from gaining tenure. "The culture is certainly male dominated," she said. "They've created an impossible atmosphere."

Tichenor is seeking back pay, reinstatement and compensatory and punitive damages, according to the *Rocky Mountain News* on May 1 and October 1, 1998.

Two More Colleges Choose Women Presidents

Delores Cross, who headed the Chicago State University from 1990 to 1997, will be the next president of Morris Brown College in Atlanta GA. Cross has been a distinguished professor at the CUNY Graduate School this year. Her degrees are from Seton Hall University, Hofstra University and the University of Michigan.

A veteran of 18 marathons, Cross said she expects leading the African Methodist Episcopal school of 2,200 students to be similar. "Morris Brown and running are challenges, and I am not a quitter. I like to see things through. When you are running, you run with other people, you help them along, you pace them. I'll bring that to Morris Brown," she said, according to the *Atlanta Journal-Constitution* on November 6, 1998.

Marguerite Archie-Hudson, a 1958 graduate of Talladega College AL, won permanent appointment as president of the historically black school in October. Interim president since July, she is the first female leader and the only black women to head a four-year school in Alabama. The private school reported 642 students last year.

Attending Talladega on a full scholarship, she graduated in psychology and earned a master's degree in education from Harvard and a doctorate from UCLA. She was a member of the California legislature and chaired the assembly committee on higher education, which sets policy for all state schools, according to *The Birmingham News* on October 16, 1998.

White, Lesbian Prof Wins New Tenure Try

Katharine L. Dvorak was an assistant professor of religion who didn't get tenure at Wright State University in 1994, then was fired in 1995. She sued in 1996, and in September won reinstatement and another try for tenure.

Dvorak claimed she was denied tenure because of her race, sex and sexual orientation. First, she said, colleagues did not approve of her six-year relationship with a female undergraduate who was not in her classes. Second, black colleagues criticized her for doing research on black history as "exploiting blacks for personal advancement."

The settlement included:

- Reinstatement as an assistant professor,
- Written requirements outlined for earning tenure, such as publishing two articles in a refereed journal,
- Payment to her lawyer of $50,000,
- Payment to Dvorak of $25,000.

In three years, Dvorak will either earn tenure or be looking for another job. Either way, it should be a fair conclusion to the affair. Info is from *The Chronicle of Higher Education* on October 23, 1998.

Rugger Hazing Linked to Murray State Fire

Seven young people were indicted, including five rugby club players and another student, in the September residence hall fire at Murray State University KY that killed one student and injured four others.

"In my opinion, this was a pretty sorry prank that went bad," said Commonwealth Attorney Mike Ward. "Obviously, setting a fire is not what a normal person would call a prank, but these aren't normal people... I believe there was hazing involved."

The fire caused dozens of students to move out of the school's nine residence halls, despite increased security on campus. The seven were jailed on bail ranging from $100,000 to $250,000. Charged with capital murder is former student Frederick F. McGrath II, 23, according to *The Chattanooga Times* on October 31, 1998.

Court Backs Coach Reneging on a Promise

Claiming he was caught up in a wave of emotion after she won a scrimmage by kicking a field goal, the Duke University NC football coach Fred Goldsmith refused to honor his promise of a spot on the team to walk-on Heather Sue Mercer.

She sued, citing Title IX requirements of gender equity in sports and his breach of a contractual agreement when he publicly announced she would make the team.

Last month a federal court disagreed, dismissing the case and saying Title IX does not cover female participation in a "contact sport." She may appeal, reported the online *Chronicle of Higher Education* on November 16, 1998.

Female Athletes Again Top Graduation Rate

Once again, the students in Division I schools most likely to graduate after six years are female athletes, especially white female basketball players, who topped the list at 70% of the class of 1991 in graduating.

Overall, female student athletes graduated at 68%, compared to 51% by male student athletes, 57% by all athletes and 56% of all students. The trend follows last year's.

In contrast, only 41% of male basketball players graduate, down even from the dismal 45% of last year, which an NCAA committee chair blamed on their turning pro. Graduation rates for white male basketball players dropped 9% from the class of 1990 to that of 1991.

In Division II, student athletes graduated at a rate of 48%, compared to 41% for all students.

Graduation rates for student athletes ranged from 80% or higher at schools like Duke, the University of San Francisco and the College of William and Mary, to rates in the teens at several schools. Some schools report a great difference in rates between student athletes and all students; it's 27 points lower for athletes at Brigham Young University and 24 points at the University of California at Berkeley.

Critics say the NCAA is shirking its duty to require members meet a certain graduation rate in order to remain eligible to play. Statistics are from *The NCAA News* on November 9, 1998.

Tech Instructor Fired for Vague Syllabi

Stella Montoya was one of only eight Native American instructors at the Albuquerque Technical Vocational Institute NM. Her students described her as a very good teacher of humanities and religion. But after seven and a half years of teaching there, including full-time for the last half of that time, she lost her job as an instructor. Her published offenses?

• **Her syllabi were not approved.** Susan Murphy, dean of arts and sciences, said one "shows a lack of reflective thought on course content," while another was "too vague." Montoya had turned in between 15 and 20 drafts that were not approved until assistant dean Jon Bentley finally approved one, writing "Thank you for your good work," and "Both master syllabi now meet departmental criteria for acceptability." Murphy then reversed his acceptance.

• **She gave high grades.** "A grading pattern of all A's and B's suggests a serious lack of rigor in academic requirements," Murphy wrote.

• **She displayed "hostile behavior"** considered insubordination at a June workshop she had to attend on how to prepare a syllabus, Murphy said.

But Stella Montoya is fighting to get her job back.

• **She filed an internal grievance** with the school; an arbitrator is set to decide if the firing was fair.

• **She also filed a complaint with the Equal Employment Opportunities Commission** (EEOC), charging the school with racial discrimination. Of 750 part-time and full-time instructors at Albuquerque's tech school, only eight are Native American.

• **Her EEOC complaint also cites sex bias**, because writing the master syllabi is actually the duty of two male colleagues in her department.

• **She has gained support from the faculty union.** "To end a college career over this makes no sense. It was an excessive job action," said Donna Hurtado, president of the full-time faculty union.

• **She has students speaking up for her.** One of her students, Anna Davidson, said "It's so hard to see something like this happen to a very good teacher. All I know is she is a good teacher and should not be fired." In agreement is Matt Dickens, president of the student association who surveyed about 50 students about her. "Many said she was a good teacher. No one said she was a bad teacher and should've been fired," he said.

Results of the arbitration could take months, according to the *Albuquerque Journal* on October 19, 1998.

Nebraska Poli Sci Dept Told to Shape Up

While finding no "hard evidence" that the political science department at the University of Nebraska-Lincoln sexually harasses women, a special university committee recommended many changes to support women. Based on interviews with more than 50 people, the committee issued a report in October. Its recommendations to the department include:

• Hire more women.

• Provide training on sexual harassment and gender bias, including university policies and procedures.

• Require all messages posted on the bulletin board to be signed and dated.

The problem of sexual harassment came into official scrutiny when assistant professor Valarie Schwebach complained to then-chair David Forsyth about an obscene message toward her that was posted on the poli sci department bulletin board; he failed to act promptly on her complaint. She was denied tenure and left the school in May 1998.

Other female professors and grad students have complained, detailing sexually harassing incidents and saying department leaders tolerate the hostile environment.

The committee's April report was rejected. It called for placing the department into a probationary "receivership" for three years while all faculty and graduate students take sensitivity training on gender and race issues.

Chancellor James Moeser, who appointed the three member committee, called their October report, "One of the most scholarly and thorough reviews of such a situation that I've ever examined." The info is from the *Omaha World-Herald* on October 14, 1998.

Nebraska Prof Charges Gender Bias

Margaret Bolick, who has worked at the University of Nebraska for 20 years as a curator of botany and as associate professor for the last 13 years, filed a federal lawsuit in October charging gender bias in lower pay and failure to promote her to professor.

Earlier this year, the Nebraska Equal Employment Opportunities Commission found discrimination likely had occurred. It cited "blatant" evidence that the university paid its female faculty less than males, and that Bolick had met the guidelines for promotion.

"Evidence further shows that, while the university continually argued that its reasons for failing to promote the complainant were because she did not meet the standards of publishing, no evidence was presented that shows that the university has a set of standards, or if this standard was applied to its previous applicants."

Bolick filed her federal lawsuit against the board of regents after it refused to enter the EEOC's proposed conciliation agreement. "It's the same administration who say they're doing everything they can to improve the university's record on gender equity issues, and they ignore the Nebraska EEOC," she said.

She is also seeking unspecified compensatory and punitive damages for the university's retaliation against her after filing the EEOC complaint, said the *Omaha World Herald* on October 23, 1998.

Lesson #1: How *Not* to Promote a Sport

Wearing a University of Kentucky hockey jersey, blue nail polish and nothing else, country singer and actress Ashley Judd posed for a poster promoting the Cool Cats hockey team. The free poster seeks to increase attendance.

A UK alumna, Judd said her heart remains with the Wildcats basketball team. "I couldn't care a rat's hooey about hockey," she said. She did the hockey poster only to please her cousin, who rooms with hockey players, and he hasn't even thanked her yet, reported the *Chattanooga Free Press* on October 26, 1998.

Female CFO Redefines Financial Leadership Focus

By Dr. Mary Soroko, EdD, Director of Institutional Research
St. Cloud State University MN

Mary Soroko

The world of financial management has been shaped largely without ideas or input from women.

Likewise, financial management in higher education has been largely dominated by male principles and values. Rockefeller, Carnegie and other industrial barons who strongly influenced the development of college and university financial principles introduced the notion of "controlling" costs. They also assumed an adversarial relationship necessarily exists between management (who are concerned with the bottom line) and labor (who are concerned with improving their quality of life and reducing their workload). Translated into the academy, this means administrators are always at odds with faculty and each other over fiscal matters.

Much has been written based directly or indirectly on their notions. In a zero sum game, there can only be winners and losers: To the victors alone go the spoils. Only within the past 20 years, as women have entered the workforce in increasing numbers, have they begun to assume financial leadership positions and impact the financial management of colleges and universities.

Women's view of management

Feminist leadership theorists argue that women approach leadership with a different paradigm: It's more complex, holistic and ecological in its concern for the greater good. For my dissertation, I chose a case study analysis of a 52-year-old female finance officer, to see if she approached her duties and responsibilities differently, despite a history of professional enculturation in traditional financial dogma.

I was also curious to see if the philosophy and principles espoused by the financial leader impacted the culture of their organization. I conducted my research on a female chief financial officer at a small, private college in the Midwest. My goal was to expand financial leadership theory by doing an in-depth examination of a single subject. I relied primarily on qualitative research techniques, interviewing her for 25 hours and conducting one-and-a-half-hour interviews with 25 people who worked for and/or with her, which were transcribed and then reviewed with the person interviewed. I analyzed the findings in a manner consistent with qualitative research methods.

I found that my subject did approach her responsibilities in a different, more complex manner. Instead of focusing solely on dollars, she seemed more concerned with creating an environment in which personnel could be maximally productive. Rather than focusing on controls, she introduced flexibility into work schedules and ideas from outside the organization, so staff could learn from the ideas and mistakes of others.

She introduced in-service training, expanded communication networks, promoted teamwork to reduce individual stress, and helped to clarify roles and expectations so that staff knew what was most important in order to make the best use of their time. While her male predecessor expected staff to be "front and center" during regular business hours, and controlled resources to avoid "waste," my subject focused on results and gave her staff the freedom to decide how to achieve them, using whatever methods or styles they chose.

Optimism promotes change

Unlike the male CFOs I interviewed who reported that needs always exceed available resources, the subject of my study held a much more optimistic viewpoint.

Her sense of optimism in the organization tended to promote change, whereas a sense of pessimism tends to promote the status quo. Pessimism seems to bring out a fear of making mistakes, while optimism tends to bring out confidence and a willingness to try new and different things.

The hurdle to overcome was not insufficient resources, but rather finding ways to work together. Her staff described her as "a breath of fresh air," since she seemed to have faith in their abilities to get their work done and was

New Financial Leadership vs. Traditional Model

Subject's Emphasis	Traditional Model Emphasis
• People, outcomes	• Money, allocations, inputs
• Environmental focus	• Financial focus
• Optimism—There's enough to go around if we work as a community	• Pessimism—Wants/needs always exceed available resources
• Cooperative model—Work together to get the best use of resources	• Political model—Allocate resources according to competing priorities
• Finance officer as partner	• Finance officer as adversary, protecting the purse
• Value	• Cost
• Share resources, be a resource	• Control resources
• The ultimate goal: Engage everyone to improve institutional performance	• The ultimate goal: Protect the bottom line, balance the budget, increase financial performance strength
• Create a productive environment	• Create an efficient organization
• Resource defined broadly	• Resource is money
• Money is not an end in itself, but is a means to accomplish	• Money represents power to influence
• Collective leadership: "How should we manage our resources?"	• Paternalistic leadership: "I know best how to manage resources."

To See with New Eyes

Qualitative researchers understand how it feels to gather great volumes of data and then wonder, how will I make any sense of all this? And even if I do will I produce anything of academic merit? In a sense, qualitative research is really an act of faith.

I found inspiration from the strangest sources. A Clint Eastwood western (of all things) is what finally drove the point home. If we try to fit our observations within the "old warrior" framework, we'll never see new leadership styles, methods and techniques. To see with new eyes requires the courage to reframe and question ingrained ways of thinking and perceiving.

—MPS

not overly concerned with how they went about accomplishing their duties.

She embraced a much broader definition of *resource* to include goodwill, optimism and other non-tangibles that are frequently overlooked by traditional finance theory. In her opinion, these resources were important and needed to be managed just as much as traditionally defined resources are.

Because anxiety, uncertainty and negative attitudes all diminish staff focus, increase individual stress and thus reduce productivity, the subject did all that she could to counter each of the organizational energy drains.

Effective Financial Leader Counters Negativity

Energy Drains:	Countered By:
Confusion	✔ Clarification of expectations
	✔ Focus
	✔ Joint goal setting
Stress	✔ Teamwork
	✔ Sharing the load
	✔ Networking to learn & develop confidence & support
Anxiety	✔ Open communication
Discomfort	✔ Nonjudgmental attitude
Uncertainty	✔ Serving as a thinking partner
Politics	✔ Honesty, directness
Distrust	✔ Openness
Fear	✔ Encouragement

In addition, my subject defined her role as a financial leader even more broadly by serving on several boards of nonprofit organizations in her community and higher ed professional societies. Participating in activities outside of academia helped her to maintain balance and perspective in both her personal and professional lives.

Financial officer has broad impact

This study shows that how an organization is managed and led has a significant impact on its culture and thus the productivity of its staff. Because the finance officer has control over organizational resources, her impact on organizational culture is even greater than that of other leaders.

The subject of my study developed a leadership style whose focus was on creating an environment that was tolerant and supportive rather than stifling and controlling. It was important that the president of her school was very supportive of her feminine style of leadership. In many other schools, only a few styles of leadership are valued.

As a result, there is more pressure to conform rather than permission to be your own person. The CFO's freedom obviously promoted her effectiveness and allowed her to do the same with her staff. Permitting a diversity of styles encouraged personal effectiveness and productivity.

Interestingly, many of those interviewed did not perceive the subject as being a "leader" per se, but rather someone who was just very effective at what she does. This suggests that old paradigms have been so ingrained in how we view and assess leadership, that we seem to be blind to new types of leadership even when they are clearly visible. ■

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Dilbert's Laws
As Applied to Higher Ed

- A pat on the back is only a few centimeters from a kick in the butt.
- Don't be irreplaceable; if you can't be replaced, you can't be promoted.
- It doesn't matter what you do; it only matters what you say you've done and what you're going to do.
- The more crap you put up with, the more crap you are going to get.
- When the dean talks about improving productivity, he's never talking about himself.
- If at first you don't succeed, try again. Then quit. No sense being a damn fool about it.
- Keep your boss's boss off your boss's back.
- To err is human; to forgive is not our policy.
- Anyone can do any amount of work provided it isn't the work she's supposed to be doing.
- If you're good, you'll be assigned all the work. If you're really good, you'll get out of it.
- You're always doing something marginal when the boss drops by.
- If it weren't for the last minute, nothing would get done.
- At work, the authority of a person is inversely proportional to the number of pens that person is carrying.
- When you don't know what to do, walk fast and look worried.
- The last person who quit or was fired will be held responsible for everything that goes wrong.
- No matter how much you do, you never do enough.
- Eat one live toad the first thing in the morning and nothing worse will happen to you the rest of the day.

—From an e-mail forwarded by Bruce Wenniger

Are Women Socialized Away from Administrative Roles?

By Patricia Matthews, LHM, VP for Academic Affairs
Marywood University PA

I've spent 20 years in higher ed administration, first as an undergrad dean for eight years and now beginning my 13th year as a VP for academic affairs; Part of my agenda has been to advance women on my campus.

In some areas, I've had success: improving the ratio of women to men in the associate and professor ranks, and mentoring and fostering the professional development of a female assistant VP.

But I don't always succeed. I've concluded that in addition to external barriers, there may be concerns deriving from women's socialization that may make it more difficult for women to handle the burdens and conflicts of administration.

Our very strengths, if pushed too far, can become deterrents to our moving into senior positions.

Some reject the new role

• One woman whom I encouraged into a deanship was very successful at the organizational demands of the work and well regarded by faculty. She stayed one term and then left, much to the surprise of many colleagues.

Why? A single woman, she had built her life largely around friendships with other women on campus. She found being in administration disrupted these relationships. She was no longer "one of the gang;" she had information that made it impossible for her to sit around and speculate, a favorite indoor sport of the group. And she found it difficult to deal with these friends professionally.

Such is the hazard of moving from faculty to administration on the same campus. Some might sacrifice the relationships to join administration; this woman would not. As she explained, the work could never matter enough for her to jeopardize such important relationships.

• In a similar case, a new dean learned that an old friend wasn't such a good teacher. A student had complained, and she started to look at our data evaluating teaching. I knew it was the beginning of the end. She resigned, saying "I always liked the faculty. I don't really want to know this side of them."

• A female administrator in our campus library resigned her better paying management role to move out front to public access, which she finds more satisfying.

Women value relationships, service

What am I suggesting? To most women, I believe relationships are very defining. And it *is* lonely at the top. At work we may strive to be friendly and caring. But as decision-makers, resource allocators and judges of conflict, we need to be "for-all:" impartial and willing to hold all to the same standard. This can strain old relationships; for some, the price appears too high.

Another issue is women's propensity for direct service roles. We're attracted to jobs where we serve one-on-one, and we get satisfaction from the affirmation that comes from generous, pleasant service. These roles may lead to a promotion to management, where ironically we do little or no direct service to students or faculty.

Rather, such jobs require planning, budgeting and spending hours making things happen, which means writing memos, signing forms and moving paper. The loss of direct contact—knowing students' names and stories, getting a smiling "thanks"— can be hard for those whose orientation and self esteem are based on direct service. After women earn administrative jobs, they often need counseling about the value of administrative tasks as service, and how to deal with this change in their work. Some compensate by finding a direct service role as community volunteers.

Conflicts in move from faculty to admin

One of the most difficult moves is from faculty to administration. It's more than just going from a nine to a 12 month calendar. Faculty in universities have a great deal of independence about when they work and how they set priorities. They also have lots of freedom to express their opinion, ask questions and just plain speak out.

Your first administrative job can seem quite constraining. First, there are all the things you have to do just because they get done out of your office. Then there are the priorities of your supervisor and the president. This leaves little room for your own agenda, especially in the beginning.

In addition, you're expected to support the school's administrative decisions and practices. Even if you objected before a decision was made, you must publicly support the final decision. Continuing to object only undermines your own credibility. Some women found this all too constraining and compromising of their integrity. They did not stay long in administration.

Men better administrators?

Although the above data is anecdotal, it has caused me to think about women's socialization and the assertion that senior administrative roles are better suited to men. As a feminist, I abhor such sentiments. This conflict is not about what is natural to us, but rather about what we learn about how to live, what to value, what makes us comfortable—before we ever get to try our hands at these roles.

A few weeks ago, I had to terminate an employee. She is a good person, who worked very hard for our school; she simply couldn't do what we needed. I probably waited too long to make the move. A male colleague told me just that, going so far as suggesting that I was letting my more feminine characteristics affect my judgment.

Of course, this is not always the case. Often I know I do a better job because of all that I bring to my work as a woman. But our very strengths, if pushed too far, can become deterrents to our moving into senior positions. Let me assure you that I like what I do: resource allocation and creative re-allocation, problem-solving, making the pieces fit together in a new way. I'd like to convince other women that they would, too. ■

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Tips on Navigating the Political Seas of Your Campus

Most of us work for organizations created by and for men. It's possible for women to do well in such an environment, but you won't succeed there just because you're a good person and you work hard.

You have to be aware of the political landscape and take an active role to make your way through it, advised Marcia Bromberg, VP for finance in the University of Wisconsin system. She spoke at the Wisconsin Women in Higher Education Leadership (WWHEL) conference at Appleton WI in October.

In addition to doing your job well, you need to:

- ✔ Be realistic
- ✔ Go out of your way to get noticed
- ✔ Be very competitive
- ✔ Acknowledge your ambition.

Usually no one tells you about the subtle informal power structures that drive your organization. Since those structures can affect your professional life as much as procedure manuals and organizational charts, you'll do best to recognize them and use them to your advantage.

College and university politics is more complicated than the corporate world because of collaborative governance. In higher education you can't just give orders and expect everyone to obey; you have to hold meetings and persuade people. Bromberg offered women a six-point guide to academic workplace politics and power.

1. Be sure it's what you want.

It's all right to be aggressive and competitive about your career, but ambition comes at a price. If you choose to push ahead, you should expect to make personal sacrifices and a full commitment of time and energy.

Young women often ask if it's possible to have it all: marriage, children, career, personal fulfillment. "The response may be *yes*, but there's a chance that some pieces won't be as 'all' as other pieces," she said. A marriage or other relationships may suffer. The piece women often omit is themselves.

This path is not for everyone. If you want to be an effective member of an administrative structure and increase your influence within it, you have to play the game. It helps if you're ambitious, competitive and aggressive in pursuit of your goals.

Accept that there are limits to how much you'll be able to change the organizational environment. The more power you acquire, the greater your opportunity to make small changes; but you're very unlikely to reform it altogether. Many women rise successfully to a certain level and then wonder if that's really what they want to be doing with their lives.

It's all right to opt out. Be sure you really want an administrative or management career before you commit yourself. Know your strengths and weaknesses, how you operate and what trade-offs you're willing to make. If you can't stomach playing politics or your private life is a priority, you'd be wise to rethink your goals.

A move from faculty to administration is a change of career ladders that puts you in a different environment. A faculty member with tenure can sometimes step back or do some things her own way. "In administration you're in a different arena; it means being 'up' 100% of the time. Know that you don't have to stay on this track," she said.

An excellent male dean was appointed acting provost and felt he had to apply for provost, even though the position was wrong for him. He got the job but was miserable. The happiest day of his life was when he returned to the faculty. That's an option available to many administrators.

Marcia Bromberg

More and more women leave higher education to go into business for themselves. Having worked in both university and corporate settings and for herself, Bromberg said her first choice is to be her own boss. She most enjoys working collaboratively, especially with a group of women. If you can earn enough to meet your needs, self-employment lets you create your own political environment instead of being stuck in one dominated by men.

Stay in the male-dominated environment only if you're prepared to play the game.

2. Apply bottom-line realism.

Once you start to assume everything is political, you'll find yourself looking at things differently. That's a sound starting point for scanning your environment. Look for the "power people," who aren't always the ones with the titles.

- Who does most of the talking?
- Who do people try to sit near in meetings?
- Who seems to be involved in the most interesting projects?

As you identify them, watch how they operate. Think about how they're going to impact you and your goals.

Assess the environment as objectively as you can. Is it friendly or hostile? Look behind the smiles. "An environment can seem very friendly but actually be very hostile," she said. Who are your potential allies and enemies? What are the barriers to achieving your goals?

- Rules and regulations?
- Habits or processes?
- Certain people?

You need to understand yourself to be sure you can work in this environment. If you're a creative person, are you in an environment that's rule-bound and bureaucratic? If you like to work collaboratively, are you in an environment where everyone does everything alone?

Check out the atmosphere for women. What have women done before in your organization and how far have they gone? Do they routinely get stuck in second-in-command positions where their main responsibility is to bail out the person who gets the credit? If that's the case, you may have to move on to another institution. How movable are you?

If you decide to stay, scan your environment as the basis for an informal plan of action. Think about how you can best function and succeed in this environment. Be aware of things that might happen and prepare for them.

Work alone or with an ally. Speak up or quietly collect information you can use later. Attack barriers directly or work around them. Sometimes the barriers are insurmountable; in that case, it's better to await a future opportunity.

3. Build support groups.

When Bromberg worked at Tulane University LA, she was part of a group of women who had started in medium- or low-level positions at about the same time. They solved problems together; women are willing to work at fixing something whether or not it's in their area. "The men didn't know we were there, and they depended on us to get things done," she noted.

The women shared information; since information is power, the more they talked to each other, the more powerful they became. Together they rose to vice presidencies or other senior posts. One's husband called them the "female Mafia." Their name for themselves was "squat team" after they managed in two or three days to resolve a crisis created when the male president and a male vice president mishandled a situation.

If you want to be an effective member of an administrative structure and increase your influence within it, you have to play the game.

Make sure you have a formal or informal support group made up of people you trust and feel comfortable with. Whether or not someone's part of your support group, offer help whenever you can; you'll be able to call on these "favors" in the future. Everyone you help becomes a potential advocate or ally.

But it's all right to be competitive with members of your support group. They have ambitions, too.

4. Learn to deal with difficult people.

Wherever you want to go, you'll bump into people who stand in your way. Sometimes they're blatantly hostile. Other times it's more subtle. "Just because people act friendly toward you doesn't mean they're going to support your career progress," she said.

Some may be good people whose agendas don't match yours. If there are people who are going to cause you problems, know who they are and plan your tactics for dealing with them. Different situations call for different tactics. Your repertoire might include:

- *Confrontation:* frontal assault.
- *Co-option:* turn enemies into allies by appointing them to the team.
- *Intimidation:* create an aura of power.
- *Bypassing:* work around them.

She and a male colleague at Tulane were good buddies so long as they worked in different areas. Eventually they rose to senior staff positions where they had to interact a lot. Their styles were very different. To make matters worse, the president liked to play senior staff off against each other.

Conflicts arose. Bromberg's tendency to confront her colleague directly was unproductive. She later realized she would have done better with a strategic approach that involved using other people. For instance, she could have built coalitions to support her position or delegated tasks to associates whom her colleague found less threatening.

Take your own style into account when you decide how to deal with someone who gives you trouble. Are you an introvert or an extrovert? Do you prefer to confront or avoid confrontation? Are you good at co-opting people into the fold? You need to understand both him and yourself to figure out what's most likely to solve the problem.

5. Know it's an unfriendly world.

Most organizations function to meet the needs of the white males who created them. That's how it is; accept the situation and decide how to proceed. You have three choices: learn to live with it, try to change it or just get out.

The good news is that change is possible and is happening. You probably won't turn the organizational culture on its head, but after you reach a certain level you may be able to bring about changes for those who follow after you.

There's no reason they should all have to cross all the hurdles you encountered. The fact that you did it may prove it's possible, but conditions that weren't fair for you won't be fair for your successors either. Use your success to make life within the organization easier for them. Treat those who work for you as you would want to be treated. Share your power and you'll make the environment friendlier than you found it.

6. Never burn your bridges.

People have long memories and higher education is a smaller world than you can imagine. Whatever you say will follow you.

Mom knew what she was talking about when she told you, "If you don't have something good to say, don't say anything." Think twice before you speak ill of anyone, no matter how much trouble he's given you. On the other hand, if you leave on good terms you'll reap the benefit in future recommendations.

When do you blow the whistle? Uncomfortable with how the president was handling a situation at Tulane, Bromberg asked a trusted mentor at what point she should tell the board what was happening. The answer: *never.*

The president is responsible; if he makes a mistake, that's between him and the board. Don't undermine him. Give him your best advice but then support his decision. If you can't live with the way he runs things, you don't belong in that situation. Find another job.

It's a different story if his behavior is illegal or immoral; then you may have to take action. Don't be self-righteous. Blow the whistle if you must, but make sure it's for something important. Assume your supervisor will be accountable for his decisions; beyond making sure *you* won't be held accountable for them, don't interfere.

It's possible to succeed without being politically savvy, but it doesn't happen very often. Know yourself and the organization, acknowledge your ambition and compete assertively with your eyes open. That way you may reach a position where you can give a helping hand to women below you on the ladder. ■

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Pass the Feminist Torch: Model for the Next Generation

You're a role model whether you like it or not; students watch you to learn about life. Will you model complacency or open their eyes to wider possibilities?

Mary Rose Grant, gender equity coordinator at Belleville Area College IL, discussed gender equity and change at an AAWCC regional conference in Peoria IL in October. She also teaches senior citizens and personnel at Scott Air Force Base, whose stories show what has and hasn't changed for women... and why young people need inspiration to continue seeking equity.

Mary Rose Grant

The first wave: Citizenship

The first wave of feminism started 150 years ago at Seneca Falls NY, when pioneers fought for women's rights to vote, own property and keep their children after divorce.

But old attitudes persisted even after women got citizenship. Grant's senior citizens recalled getting jobs only when men went to war, earning far less than men for equal work. One still keeps her "Rosie the Riveter" toolbox from the job she lost after men returned from the war.

As a child in the 1950s, Grant had a mother who admired Amelia Earhart and learned to fly a plane, and an Italian immigrant father who made sure his daughters went to college and trained for a career. She learned more from her mother's passion for aviation than she'd have learned from a mom who cared only for her kids.

The second wave: Equality

Betty Friedan and Gloria Steinem realized women having citizenship wasn't enough. The new feminists challenged everything, as women students in the 1970s burned their bras from Harvard to UCLA. "I went to a Catholic Jesuit school, so I took my bra off but couldn't burn it," Grant recalled.

Backlash struck in the late 1980s. Women at Scott AFB say they get the same pay as men in the same jobs, but they're less likely to gain promotion to better paying positions. Important flights go to male pilots because a woman can't handle such responsibility.

Women still make 74 cents for every dollar a man makes; the figure drops to 66 cents for Hispanic women or women of color. Between 1920 and 1995 women rose from 26% to 31% of full-time college faculty, an increase of only 5% in 75 years.

Less than one third of college administrators are women. Many hold "soft money" jobs funded by grants, which men reject or convert to "hard money" jobs that remain in the budget when the grant expires.

She provided personal examples showing sexism persists in the classroom: A male advisor told two women students to take pharmacy from a woman professor because it would be easier. A biology instructor was startled to learn he'd offended a student when he explained tampon-related toxic shock syndrome with the phrase, "When you stick that thing up the wazoo . . ."

Sadly, the backlash is also women against women. Some successful white women promote men because they fear female competition, known as the "Queen Bee syndrome." A woman professor told a graduate student to wear longer skirts because she wasn't in school to arouse men; a woman student criticized her professor for wearing jeans instead of a dress.

With five children, Grant understands women who want a family as well as education and career, but she regrets their need to be defensive. Men almost never mention wanting children as well as a career, not assuming there's a conflict. Students and spouses in her "I Married a Student" workshop reported foundering relationships and one divorce. Old thought patterns strained social relations. No matter how high a woman rises professionally, she's still judged by how her house looks and how her kids are dressed.

Workplace reforms could help women do the best for their families: day care for children and aging parents, flextime and work-at-home alternatives, job-sharing and part-time schedules, portable pension plans and extended leave for family or personal needs. And they need to be able to use such benefits without fear of losing their jobs.

The third wave: Keeping the dream alive

Young women need to learn about earlier feminists and realize their work isn't finished. "The pioneers gathered sticks, lit a fire and left it burning. It's our job to keep it burning," she said. If one thing doesn't work, we need to try something else. "Insanity is doing the same thing over and over and expecting different results," she quoted.

The pioneers gathered sticks, lit a fire and left it burning. It's our job to keep it burning.

We need to open young women to a sense of possibilities. Women make their own opportunities, moving from job to job in order to find new uses for their skills. "Women are becoming portfolio people. Like actors, they're looking for new productions all the time," she said. When the glass ceiling blocks upward mobility, they make lateral moves, learning as they go. "Women are going through the walls instead of the ceiling."

Women are more likely than men to do what they love, regardless of pay or status. Those at Scott AFB call Sally Ride an important role model. Ride didn't become an astronaut to make a feminist point but to use her talents and follow her passion. That made her a powerful role model, just as Earhart was a role model for Grant's mother.

To model effectively, we must be true to ourselves, wear what we want and say what's on our minds, which isn't easy. "You have to be very strong to be yourself." To *do the right thing* takes integrity and makes you a leader. If instead you *do things right* or the way you've been taught, you may be efficient but not effective. Encourage young women, and you'll set a model you'd be proud to have them follow. ■

—SC

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Where are Female Middle Administrators on Campus?

By Kathleen M. Larkin, EdD
Director of Advising, Carlow College PA

Research has linked gender with type of position for decades, a link that also exists for women in higher ed administration. Although some still question whether affirmative action policies are effective and fair, women administrators and their schools may want to consider recent findings on the practical employment status of women in colleges and universities in making their career choices.

As recently as 1997, studies show women dominate some positions in higher ed administration, jobs that don't pay as well as those where men congregate.

Women dominate some jobs

For my 1997 EdD dissertation in higher ed administration at the University of Pittsburgh, I used my own observations and the literature to identify four administrative jobs that women are most likely to hold: directors of learning centers, career services, financial aid and student life. I surveyed 376 directors in the four positions at 95 schools in a northeastern state; my 65% return rate resulted in 243 usable responses.

Two of the positions in my study were in fact dominated by women: 81% of directors of learning centers and 65% of directors of career services were female. The relationship between gender and predecessor was quite strong. For 82% of female directors of learning centers, their predecessor was also female; for the few male directors, every single one was preceded by a male. In career services, more gender balance existed in succession. Only 58% of women directors followed women into the position, and 50% of men followed men.

This study confirmed previous research suggesting women follow women into their positions and men follow men. If the jobs that women dominate are those offering lower salaries than those dominated by men, women are inheriting lower paying jobs.

Perhaps men don't compete for positions where salaries are depressed and women dominate them by default.

The remaining two director's positions, student life and financial aid, had more gender balance. In student life, 60% of the directors were women, as were 55% of directors of financial aid. In contrast to what the literature suggests, these two positions were not dominated by either gender. However, the largest gender salary gaps were in financial aid directors.

Women directors of financial aid offices earned less than males; 63% of women but only 23% of men earned less than $44,000. This difference was valid despite controls for length of time on the job, educational background, years of experience in higher ed administration and type of school (community college, four-year college or university). Although female financial aid directors earned significantly less than their male counterparts despite similar backgrounds and qualifications, they did earn more than female directors in the other three positions.

Student life is entry position

The student life position was consistently the lowest paying position; its occupants also had the fewest years of experience, fewest graduate degrees and fewest years in the current position. About 70% of both female and male directors earned less than $44,000.

The two categories that women dominate, career services and learning centers, had salaries lower than financial aid; female directors in both areas earned less than males. Backgrounds of the occupants were equal and the type of institution was considered in the analysis of the data. For learning center directors, 78% of women but only 40% of men earned less than $44,000. For career service directors, 66% of women and 58% of men earned less than $44,000.

Kathleen M. Larkin

Implications for female administrators

- If gender lines remain predominately male or female and men hold the higher paying positions, career paths for women are constricted. Positions with lower salaries that are dominated by women will stay with women. Perhaps men don't compete for positions where salaries are depressed and women dominate them by default.
- Research shows women can establish their careers in some positions more easily than in others. From my data, it appears women are more likely to be hired as directors of career services and learning centers than are men. Once hired, they will most likely be followed in their position by other women. Many theories address why this pattern occurs, but it may assist women in their career choices and schools in their planning to focus on the financial implications of this pattern.

Additional research could clarify some important points. Do men who follow women into an administrative position earn a similar salary as their predecessor? Conversely, when women follow men into positions, is there a significant variation in the salary?

If a school truly values diversity, the effect on students if an office is staffed exclusively by one gender could be reinforcing stereotypes. Diversity can reshape stereotypes, while homogeneity does not encourage choice.

That schools value some positions more than others is universal. That some of the undervalued positions are held by women is clear. If women enter administration in colleges and universities positions that are constricted by salary and category, choices are limited for both the women and their schools. Both groups may be bound to an unrecognized but powerful pattern.

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Parker Palmer: Good Teachers Speak from the Heart

Since his new book on teaching already has become an all-time best seller for Jossey-Bass, Parker Palmer has been deluged. A workshop at the Wisconsin teachers' convention in October 1998 attracted more than 200 teachers. It became a chat, summarizing his message in *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life.*

Palmer speaks to the heart: After 30 years of studying teaching, he believes good teaching comes from the identity and the integrity of the inner teacher, not from methodology and technique.

Having spent 30 years in higher education, he questions why the academic culture so profoundly disconnects the teacher from the learner. He now focuses on the K-12 Teacher Formation Program he designed for the Fetzer Institute in Michigan. Its mantra: "We become teachers for reasons of the heart, but we lose heart along the way. How can we take heart so we can give heart to our students?"

Society no longer honors teachers. Politicians and the media blame them for social problems beyond their control; bureaucracy and standardization efforts demean them. "Teaching is not a lost art but the regard for it is a lost tradition," he quoted.

Demoralized teachers lose regard for their profession when they confuse teaching with technique. "We need to focus on the heart and soul of the teacher. Teachers need a soul and an inner life capable of caring with love, competence and passion in a world that often doesn't understand," he said.

Technique is not enough

As an undergrad at Carlton College MN, Palmer recalled one of his best teachers was a young woman fresh from grad school, intent on research. For her first seminar she had assigned research readings and asked, "Any questions?" After five minutes of silence, she dismissed class. The second session was the same.

In the third session, students' high SAT scores and desire to get their tuition's worth kicked in. They finally started to discuss the research. For questions she couldn't answer, she took students to the library to find the answers together. She engaged her students as fellow travelers on the exciting path of research.

The heart is the loom on which a good teacher weaves the fabric of her teaching.

Another memorable professor was her opposite. Silence was the enemy; "He probably talked in his sleep," Palmer quipped. From the opening bell, he was on a roll that lasted the whole hour. *Lecture* understates what he did; it was more like *theater*. He'd make a Marxist statement, look puzzled, then step aside in a second persona to debate the point. "I was a first generation college student and he introduced me to the world of conversations with dead people. It was more alive than the conversations going on around me," Palmer said. "I wanted to be in his world so bad I could taste it."

Had Carlton pressured all its faculty to use the same instructional method, the uniqueness of those teachers who changed his life would have been lost. When students describe the teachers who have touched their lives, their methods have nothing in common. One student said she couldn't possibly describe all her good teachers because each is different, but the bad ones are all alike: "Their words float somewhere in front of their faces, like the balloon speech in cartoons."

Disconnected by fear

The common thread among good teachers is their capacity to connect. Of their best teachers, students say: she *really means it*, he *cares*, she *is present*, he *has passion*. One passion may be grand like an opera, another sharp like a laser. Each in her own style, these teachers let themselves be vulnerable by exposing their inner selves. As they connect with a student, they create space for the student to connect with the subject.

Parker J. Palmer

In contrast, poor teachers put a protective distance between themselves and their subject and students, concealing who they really are. Like cartoon figures, they're detached from their words.

What is in our academic culture that so profoundly disconnects us? Many cite bureaucracy, unequal rewards, competition or business interests, but the root cause is deep within ourselves. At the core we are disconnected by fear. Students, teachers and administrators all feel it. No technique or methodology can help us handle the fear that disconnects us from our hearts. It takes courage to rebuild the connections.

Fear of knowing

"In those autobiographical essays you assigned us to write, is it OK to use the word *I*?" an undergraduate asked Palmer. The history major had been downgraded every time he used the first person in a paper.

It's a perverse academic standard that frightens a student from mentioning himself in his own autobiography. We teach our students to separate the knower from the known, to state opinions without owning them, to distrust selfhood rather than celebrate or honor it. The fear is deepest in higher education, where we build walls between the boxes of our disciplines and a thicker wall between those boxes and ourselves.

When Palmer first studied the Holocaust, the presentation was so objective it could have happened to another species on another planet. Because he learned historical facts without any connection to his own reality, he missed the opportunity to discover the fascism in his own heart and in his own hometown, or the destructive power of sexist, racist and homophobic labels.

Keeping the world at a distance in the name of objectivity is a fearful way of knowing, a way to disengage from the world so it can't challenge or change you. College and university teachers can learn from those who teach K-12, who are often more willing to get up close and personal.

Higher education is now on the edge of a substantial pedagogical reform toward more engaged teaching. The

reasons are both practical and theoretical. The *practical* demand comes from employers seeking graduates who engage with their work, co-workers and the larger social context. Palmer said when six major US accounting firms studied the causes of the 1980s savings and loan crisis, they found not only human greed but also honest accountants who went by the book but failed to apply critical thinking.

The *theoretical* demand comes from the supposedly objective world of science. Scientists are increasingly aware they can't study anything except by interacting with it. No research can be totally objective; the scientists who make great discoveries are subjectively engaged in their research.

Fear in the hearts of students

Our society is caught up in a cycle of blame; the public blames the teachers and the teachers blame the students. How can we teach poorly prepared students who care only about jobs, have a 15-minute attention span and are better motivated by fear than curiosity?

What is a young person but an incredible bundle of dormancy, waiting to blossom under the hands of an amazing gardener?

We need to understand what underlies their silence. After leading a workshop for teachers at a Midwestern university, Palmer taught a class. Of the 30 students, 29 were ready to learn. In the back row sat the 30th, cap pulled down to cover his eyes, jacket buttoned for a quick exit. Reclined in an anatomically impossible position exactly parallel to the floor, the student gave no spark of response. "I had income, family, a PhD and a life, but I was absolutely sucked into a black hole," Palmer recalled. By the end of class, he felt like a fraud because of him.

Boarding the bus for the airport later, Palmer found the driver was none other than the "student from hell." On the way to the airport, the student spoke of his alcoholic, unemployed blue-collar father who berated him for wasting money on college. What should he do? Only when he was alone with Palmer and literally in the driver's seat did he feel safe to open up. Something must have happened in the classroom to make the bus conversation possible. The student sensed Palmer's yearning to connect with him; he wasn't brain-dead but riddled with fear.

Like other marginalized people, powerless young students keep silent in the presence of authority to avoid ridicule. We need to teach to their fears by creating a safe space in our classrooms. Teaching a class where some students were afraid to speak up in front of a group, Palmer first let them talk in self-selected pairs to get their knowledge on the table. "I became more respectful of their fears and they saw this as respect for them," he said.

Fear in our professional hearts

Teachers admit to fear of overwork, regulation, classroom discipline, almost anything but the deep gnawing fear that our students won't think well of us. We don't know their world or what's in their heads. Palmer's story of the "student from hell" involved two fearful people, himself and the student. Fear of students' harsh judgment dries up a teacher's spirit, replacing her original fullness of heart with cynicism.

We may *have* fears but we don't have to *become* our fears. We can choose whether to teach from our fear or curiosity or creativity or compassion. Palmer hopes never to lose the desire to communicate with the younger generation, but he'd gladly lose his fears about whether he's popular with students. When we worry whether our students like us, we pander to them and lose the heart to teach.

Teaching with heart brings repeated heartbreaks. "If you have a vision you will also have a wound," he said. Some students won't respond, no matter what you do; some carry insurmountable burdens.

The heart is the loom on which a good teacher weaves the fabric of her teaching. Even while she creates a thing of beauty, the loom is always under tension, which sometimes grows too great to bear. The more she opens her heart, the more often it will break.

Finding the courage to connect

When the wounds are too many or too deep, one may feel the spirit die. It's called *burnout*. This sense of being dead or dying is the root of all fear. Just as fear can destroy our sense of connection, the solution is to reclaim our connectedness. He likened the inner journey to the seasons:

- *Autumn*. Each of the seeds nature plants in the fall has its own destiny. A maple seed can become only a maple tree, not an oak. We all come with birthright gifts that are the seeds of the true self, where our power lies.
- *Winter*. The seeds are frozen, incapable of growth. Chilly climates of every sort contribute to fear and discouragement. We go through the motions but we're too disheartened for the seed inside to show any sign of life.
- *Spring*. With winter gone, we find the seed wasn't really dead but just dormant, hunkering down to protect itself until conditions are right to flower. It's true for ourselves and our students. "What is a young person but an incredible bundle of dormancy, waiting to blossom under the hands of an amazing gardener?" Palmer asked.

We can't wait for schools to carry us from winter to spring; too often they're part of the problem. "If we and our institutions can't understand and work together to sustain the heart, there will be no meaningful change in education," he said. How can we change them to nurture instead of depress teachers' spirits?

Social movements begin when individuals within the system decide to quit letting the institution define their lives. It starts when an individual who feels isolated or oppressed stops conspiring with the system that oppresses her. Whatever the cost, she's no longer willing to behave in a way that violates her spirit. Rosa Parks started the civil rights movement in 1955 when she refused to move to the back of the bus.

Where do ordinary people find the courage to act from the heart? They reach the point where no punishment can possibly be worse than the pain of supporting a false system. A teacher would rather risk losing her job than stay disconnected from her subject and her students. When you summon the courage to teach from the heart, winter can melt away to let you and your students blossom together. ■

—SC

Write Parker J. Palmer at P.O. Box 55063, Madison WI 53705.

Nancy Zimpher, Chancellor
University of Wisconsin-Milwaukee

I'm enjoying it and taking my vitamins.

In August, Nancy Zimpher became chancellor of the University of Wisconsin-Milwaukee. After 20 years in research, teaching and administration at Ohio State University, she was ready for the challenge of a top spot. And UWM is just her kind of school:

- As part of the Wisconsin system, it's a land grant school. "I'm committed to public education, providing quality education with the people helping to pay for it."
- It's big and complex. She enjoys trouble-shooting the ambiguities and confusion that come with the sheer number of different degree programs. "I think that's particularly important for women, because the more opportunities, the more choices you have."
- It's an urban school with direct links to the Milwaukee community, so it must pay attention to urban conditions.

A place-bound female academic

Like many women's careers, hers got off to a shaky start. After graduating from Ohio State in English education and speech, she entered graduate school to be with her then-husband. When she got a PhD, in deference to his career, she chose an academic staff job at Ohio State, expecting a faculty appointment in six months or so. It took eight years, but the time wasn't wasted.

"I learned an incredible amount. I taught and wrote and conducted research like a faculty member, which really helped me later on," she said. She also worked as a graduate student assistant to the dean and conducted national studies on the deanship. She realized being a dean was something she'd enjoy.

Building scholarly credentials

Zimpher got one piece of advice she commends to anyone seeking a job in academic leadership: *"Get your academic house in order. Establish yourself as a scholar. Get promoted to full professor before veering off to administration."*

Once on the tenure track at Ohio State's College of Education, she quickly rose to full professor. She researched and wrote books on teacher education in collaboration with Kenneth Howey, to whom she's now married. Her scholarly credentials helped her earn administrative jobs: associate dean for academic affairs in 1991–92, acting dean in 1992–93, and dean from 1993–98, while she was also executive dean of Ohio State's professional colleges.

Training for administration

What it takes to get a leadership position in higher ed administration is different from what it takes to do the job well. "You get it because you're respected by your peers for work in your discipline, for your model citizenship as an academic. Then you find out being a chair, dean or president carries a lot of administrative responsibility, for which you've had very little training."

Her key administrative training came from faculty governance. She chaired two of the university's most influential committees: fiscal and faculty compensation and benefits. Although Zimpher didn't chair the equally important Council on Academic Affairs, she helped develop the program in her own college.

Nancy Zimpher

Her committee experience gave her deep respect for faculty governance, insight into how the university worked and a chance to hone leadership skills. She found she enjoyed using teamwork to solve problems and engage others in decision-making, especially those with little previous voice in university decisions. And she liked being in charge.

New challenges as chancellor

Traditionally the CEO job is a joint appointment: the wife makes significant contributions. Entertaining is part of Zimpher's job, especially as she cultivates UWM's links with the community. Because her calendar is tight, when she hosts a dinner at the chancellor's residence she arrives with the guests. She has neither time to set the table nor a wife to do it. As women move into top positions, institutions need to rethink domestic staff support.

She values a different kind of support from her husband, who also joined the UWM faculty in August. "This would be 1,000 times harder if I didn't have someone who fully understood the academy and the job I have, and why it's important, and why I like it, and how he can help. You can't take any of that for granted," she said.

What it takes to get a leadership position in higher ed administration is different from what it takes to do the job well.

It was only well into the search process that she began to hear about the sex bias that cost UWM at least $300,000 in settlements in the early 1990s She called the stories "attributes of our past" and is optimistic "they would not define our future." She plans to help create a positive climate for every sort of diversity, including gender.

Conversations with UWM women brought agreement to:

- Continue supporting Wisconsin Women in Higher Education Leadership, where she spoke in October,
- Support women in many leadership roles: academic, administrative, staff, faculty governance and student,
- Make leadership opportunities available throughout,
- Continue the discussion in collaboration with women's studies and other campus programs.

She has the energy and enthusiasm to engage the challenges. "My initial impressions are that this is going to be a blast. I'm enjoying it and taking my vitamins."

—SC

Contact President Nancy Zimpher at UWM at (414) 229-1122.

Tribal Culture Supports Women in Campus Presidencies

By Bernita L. Krumm, PhD
Assistant Professor of Educational Leadership
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In the past, leadership studies were generally studies of men; gender was rarely considered an important component, because those thought of as "leaders" were men. In the 20 years from 1975 to 1995, women leaders of two- and four-year schools increased from 5% to 16%, while women led 27% of independent two-year schools, according to the American Council on Education's 1995 survey.

But the woman leader is still an anomaly in most campus work arenas. In the tribal college, however, women fill many leadership positions. Women led 10 of 28 (39%) American Indian Higher Education Consortium member colleges in 1992, and 10 of 31 member schools (32%) in 1996.

My PhD study at the University of Nebraska examining the experiences of American Indian women tribal college presidents emphasizes their understanding and perceptions of their leadership roles. Models of leadership generally have common elements; they define a leader as one who has a vision, focuses on a mission, serves as a role model for others and enables others to take action or perform their roles.

The four women leaders in my study possessed a trust that enabled them to open themselves to scrutiny by another person. Their trust, however, was not necessarily a trust in me; rather, each possesses a self-trust—a belief in herself, the people she works with and the mission of the school she leads. They described it as faith, confidence, empowerment and commitment.

Faith

Having faith in oneself is of primary importance in leadership. A leader must not only envision a distant goal, but also believe herself capable of achieving it. Worrying about failure is counterproductive. The leader must take calculated risks and learn from her mistakes as well as her successes. She must build on the strengths of others and have faith in their abilities and expertise.

Janine Pretty On Top, founding president of Little Big Horn College (Crow Agency, MT) stresses the value of giving others "ownership" and "voice" in decision-making. She recognizes others' contributions to the success of LBHC and credits them for their achievements. Janine values teamwork, utilizing the skills of others and investing "confidence and faith and the resources" in others.

Confidence

Confidence gives a leader the tenacity to act on her faith despite adversity. **Verna Fowler**, founding president of College of the Menominee Nation (Keshena WI), says her job as a leader is to be the "one who has a vision and has a direction worth heading. My job is to persuade the others to follow me in that direction."

Verna believes a leader must have high standards, high ethics and a strong value system, and must model a sense of pride for others, "so others know you know something and have confidence in you." She prefers to give others "the opportunity to give their viewpoints," emphasizing the value of listening to others and allowing people to make their own decisions. "My role is to have faith, confidence and trust in the faculty person."

Empowerment

"Empowered" is how followers feel when leaders have faith and confidence in them. **Tanya Ward,** president of Cheyenne River Community College (Eagle Butte, SD), works to actively involve faculty and staff so they develop a sense of ownership. She empowers others by sharing responsibilities and affirming their worth through recognition of their contributions. She views her presidential role pragmatically. "I don't see the position really as glamorous or as prestigious. It's doing the work."

Bernita L. Krumm

Commitment

Not only must leaders be committed to their work and to those who work with them, they must also know how to create commitment in others. Value and respect for others help to create commitment. **Margarett Campbell**, former president of Fort Belknap College (Harlem, MT), believes in the importance of value and respect for others. When leaders work hard and function well with others, they "enable others to do the same." She believes good leadership is "inclusive and participatory," involves a "broad base of opinions, values, and expertise," and is "encouraging." She admires a leader who is able "to make others believe in themselves."

Cultural factors may provide some basis for the higher percentage of women in tribal college presidencies.

Gender and leadership

Social scientists generally contend there is no empirical basis for concluding that gender impacts leadership style. Others believe women leaders are more concerned with interpersonal relationships and task accomplishment, value intimacy and nurturing in interactions with others, and use a more democratic and participative leadership style than do men. Women use communication to gain understanding and work to achieve consensus; men use communication to acquire power and to maintain majority rule.

Women view the leadership position as lonely and remote and would rather be in the center of things. Women leaders generally need to be extremely well-qualified, have records of high accomplishments and be over-prepared for their positions.

The women in this study hold differing perceptions of the influence gender has on leadership. Tanya believes there is a big difference in how men and women operate and are perceived as leaders. Women "have to work twice as hard" and show they are capable of leading. Verna contends that "men are more aggressive" and able to leave their problems at work. Margarett believes women are

less authoritarian than men. Women are caretakers.

Women "tend to be more conciliatory, more participatory," and "morale within the institutions that are led by women tends to be higher. There's more cohesiveness, more unity . . . that whole family concept." Janine analegizes: "Higher education is like housework; as soon as you get it done there's just as much. It's like an avalanche, sweeping an avalanche. Skads to do."

Tribal culture and leadership

Cultural factors may provide some basis for the higher percentage of women in tribal college presidencies as compared to other higher education institutions. The tribes of the leaders in this study did not appear to create barriers that prevented women from assuming leadership positions. Janine explains women leaders may not be subject to the same criticism as women leaders in other cultures because Crow society is matriarchal and matrilineal. "So the line of the woman and leadership role of the woman in the family and decisions that are made in the family are very powerful. In some others, there could be criticism, I think, for so many women being administrators, or in particular my being an administrator. I think that it's going to be less so here."

In Crow society, leadership in education is congruent with the role of woman as care giver and nurturer. "It's just a very important responsibility. It's not culturally in conflict; it's very complementary to the cultural role."

However, Ambler cautioned in a 1992 article "Women Leaders in Indian Education" in ***Tribal College Journal***, "The high profile leadership of Indian women at tribal colleges does not necessarily reflect the status of women throughout Indian society. Education has always been a more acceptable avenue for female leadership and, as could be expected, the role of women varies among different tribes and cultural groups."

For the four women in this study, leadership is a lifestyle, an expression of learned patterns of thought and behaviors, values and beliefs. Culture formulates the purpose, process, and product, and the schools themselves; therefore, leadership is not separate from their culture.

To be a leader

Not all who lead choose to be leaders. In their 1987 book *The Leadership Challenge*, Kouzes and Posner wrote: "... people who become leaders do not always seek the challenges they face. Challenges also seek leaders."

None of the women in this study set out to be leaders; however, each stepped forward to answer a challenge and fill a need. Each has the self-trust that enables her to build faith and confidence in others, empower them to act, and inspires their commitment.

In the spring 1995 issue of *Winds of Change*, in "American Indian Leadership 2000: A Community Road Ahead," author N.S. Hill wrote: "Great things are accomplished by ordinary people who are consumed with a dream. With no dreams and no vision, there can be no development. But energy and persistence will conquer all obstacles." ■

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U of Akron Women Survey Equity

"We've been having a quiet revolution here, but we don't plan to be quiet much longer," reported Carole Garrison, tenured professor of criminal justice and women's studies at the University of Akron.

The school's women's committee has completed its gender equity survey of the visibility, salary and climate issues for female faculty, staff and contract professionals at the school, a summary of which will be published next month.

In 1996, 12 senior women administrators at the school had been fired or driven out in what was called a gender purge, starting with former President Peggy Gordon Elliot. By documenting the current situation, the committee hopes to get the attention of senior administrators, including newly appointed President Luis Proenza.

"Our strategy has been to create something positive, a report leaders can't ignore," Garrison said. It's not anti-male, just pro-female, she said. "When you improve the climate for women on campus, you also create a respectful campus community that enhances everyone's chances to thrive." Not only does the report include statistics on salaries and levels, but it integrates the compelling voices of people on campus.

"You've got to have Chi-squares and statistics to be believed," Garrison said, but the richest part of the report moves from the male model into the personal, emotional stories of women on campus who have been unhappy, scared and subdued since the gender purge.

After serving as a UN volunteer in Cambodia, in July 1997 Garrison returned to find Akron's campus women's committee had become inert. As a tenured professor, she had the immunity from pressure needed to act; in spring of 1998, she helped reformulate the committee and started the process of examining conditions on campus. "We wanted to give women on campus a constructive task to work around, without stepping on anybody's toes. It's an empowering process, making a strong and large statement."

In creating the report, the Akron women got help from a number of women's committees on other campuses, NAWE and *WIHE*, for which they are grateful.

Because the new president represents upward mobility and the corporate culture, and trustees chose him with no regard for gender equity, "I'm less optimistic about the end product," she admitted. "I've been widely circulating bits and pieces of the most compelling parts to ratchet up interest in it, but the administration is in deep denial." So far, the provost has canceled every one of their arranged meetings to discuss the report.

The committee expects to publish the summary report by the end of January and submit the final complete document to the president by March. "We'll invite him to join us with his own initiatives," Garrison said, saying she hopes the report will make a difference. If he declines, she expects to continue the process. "We must fight our battles where we are," she said. "My presence here is a result of those women who came before me. Now I'm here, and there's not much they can do about it." ■

—MDW

Speak Up to Support Women's Studies on Campus

Some female and more male undergraduates make no secret of their disdain for women's studies. A man takes a women's studies class to challenge the teacher or defend the "male viewpoint." Last spring an undergraduate berated women's studies in print as a waste of time and money at Georgetown University, where Margaret Stetz is associate professor of English and women's studies.

Students don't treat more traditional subjects with such blatant disrespect, Stetz said at the NAWCHE conference in June. What makes women's studies fair game?

Despite 68% of universities, 48% of four-year schools and 28% of two-year schools having women's studies programs, increasingly they are victims of attack by conservative forces that oppose diversity and multi-culturalism.

Stetz doesn't share Bonnie Morris's optimism that exposure to women's studies in middle school and high school would prepare students to keep an open mind in college ("Women's Studies: Prejudice and Vilification Persist," *Chronicle of Higher Education*, June 19, 1998). Early schooling about women and minorities is desirable, but Stetz doesn't think it will prevent prejudice in college. Elementary school programs on African American history and culture have not eradicated white racism. On the other hand, college students encounter other unfamiliar subjects like socio-linguistics or macro-economics without the arrogance they show toward women's studies.

Students are quick to pick up on symbols.

The problem is that too many colleges and universities teach contempt for women's studies by example. "Entering students learn disrespect for women's studies because that's what is modeled for them by the institution itself," Stetz said.

Visible institutional contempt

"It starts at the top and filters down—down to the individual male student," she said. Students are quick to pick up on symbols. From the time they first enroll as freshmen at many universities, they're surrounded by signs that the institution doesn't take women's studies seriously.

✔ ***Course requirements.*** A college that requires English literature or composition for graduation clearly considers English important. A social science requirement that lets students chose from among psychology, government, history or economics suggests those subjects have value. Religious schools require classes on theology.

The absence of women's studies among core requirements marks the field as unnecessary or even frivolous. At a school where women's studies courses can't be used to meet any core requirement unless they're cross-listed with a more traditional department, the message is that women's studies has less value than the proverbial class in under-water basket-weaving.

Another measure of legitimacy is whether or not a department offers a major. Some schools permit a women's studies minor or area of concentration but make students major in a "real" discipline. Again the message to students is clear.

✔ ***Money and resources.*** "Under-funding is itself an act of contempt on the part of universities," she said. Students may not study budgets but they see the results. Stetz described her women's studies program office as small and shabby, with one part-time administrator and some part-time work-study help. Faculty offices are scattered among the "real" departments where they hold their principal appointments.

"Undergraduates are keen perceivers of differences in class and status," she said. "It is clear to them, when they walk down the two long corridors occupied by the English department and then into the two rooms for women's studies, where their university has put its investments and why."

Margaret Stetz

✔ ***Faculty rank.*** The national trend is to replace full-time tenure track faculty positions with part-time lecturers, instructors or adjunct faculty. Women's studies hasn't felt much effect because there were so few full-time tenure track women's studies positions in the first place. Most women's studies faculty are either professors in other departments or adjunct faculty with low pay and no benefits, listed in the course catalog merely as "staff," and classes added late aren't in the catalog.

"What messages do undergraduates receive, when they find that the majority of a program's faculty members have no permanent place there?" It's obvious to students that the school doesn't respect teachers of women's studies courses. It shouldn't be any surprise when students show no respect for them either.

Getting off the defensive

Life on the defensive drains energy that could be better used in scholarship and teaching. How can women's studies scholars combat the hostility and condescension of so many students toward themselves and their field of study?

Scholars committed to women and women's studies need to seek ways to increase and institutionalize power through changes in operating procedures. For example:

- **Faculty and administrators** on committees that deal with curriculum can insist that women's studies be part of the core curriculum.
- **Faculty and administrators can formalize informal arrangements.** Tenured faculty in other departments who also teach classes in women's studies can request joint appointments with titles like "Associate Professor of English and Women's Studies."
- **"Boards of advocates"** or "friends of women's studies" can mobilize well-known supporters to speak up for women the next time there's an incident at the university. "Allies can push back when we feel a shove from above," Stetz said. Many have a few friends or acquaintances prominent enough to attract media attention. Their voices will make it much harder for a hostile student or a university president to attack women with impunity. ■

—SC

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Success Comes from Managing Coaches as Individuals

Treating all employees the same is not fairness, according to a panel of three women athletic administrators. Each is an individual, and deserves to be treated as one, they agreed at a session on "Managing Coaches' Personalities" at the National Association of Collegiate Women Athletic Administrators (NACWAA) conference held in Monterey CA in October.

L–R: Lori Braa, Denise O'Grady and Peg Bradley-Doppes

Panelists were **Lori Braa**, interim director of athletics at Messiah College PA; **Denise O'Grady**, associate director of athletics at the University of Northern Colorado; and **Peg Bradley-Doppes**, senior associate director of athletics at the University of Michigan.

Start with a mission

While communications and management styles can differ depending on a coach's natural inclinations, the same standards must apply to all coaches, Lori Braa said. "It's essential that all employees know what's expected, what will be evaluated and how, and the criteria used to determine salary." Otherwise, decisions can be second-guessed.

Every department needs a mission statement that correlates with the school's mission. Job applicants need an understanding of the department's direction, objectives and general policies. "They can decide if their personality matches, and whether it matches the tiering model," Braa said. When a new hire comes in, ask where each fits.

"Job descriptions need to be clearly defined," Braa stressed. She spoke from personal experience. At Messiah, all coaches once had the same job description, which was neither fair not accurate. Now all have specific duties and responsibilities related to their jobs. This job description "becomes the basis for what is expected," Braa explained. "It protects you and the coach from undefined expectations."

In addition Braa gives coaches a simple and clear task sheet, listing what to do when. There's also a policy and procedures manual which directly correlates to the job description, the department's and the school's missions.

Another manual is also crucial to the coaches' success. "An evaluation manual should be handed to each new hire. If not, it's worthless," Braa pointed out. And of course the manual should be revised every year.

Braa believes it's imperative to directly link the manual to the job description. Establish clear performance standards for each item in the job description. "Anything under 85% is unacceptable," she said. The process should also offer input from peers, students and support staff to provide a complete picture of a coach's performance. And it should produce feedback for the coach to improve.

Braa suggested questioning the evaluation tool:

1) What are you trying to measure? Hint: Be sure to relate the evaluation tool to the job description.

2) What kind of measurement will you use? Hint: Possibilities to consider include a Lickert scale, open-ended questions or a list of statements to check.

3) How should you complete the evaluation? Hint: Make sure it's clearly defined every year to every coach, so you can explain, "Last year here's how you did."

Braa noted the evaluation shouldn't be just an annual occurrence: "Evaluate coaches during the year, too."

This emphasis on evaluation should not be viewed as a kind of crack-the-whip mindset. Evaluations should be conducted in a "non-threatening, positive and respectful" manner, according to Braa. Asking a coach to come into your office and sit across the desk from you can feel very threatening to the coach, she pointed out. "Pull the chairs out so that you are facing each other and the coach feels on equal level."

Finally, Braa recommended giving coaches the opportunity to do their own evaluating — including both self-appraisals at the end of the year and feedback on her own performance. She recommended a resource, the Women's Sports Foundation manual *Creating Gender-Neutral Evaluations*.

Communicate with each differently

"One of the biggest mistakes is to communicate with all coaches in the same way," Denise O'Grady said. Because everyone learns and understands in a different way, it's important to look at the individual situation and issues, then work with each coach in a way that works best for her.

With 11 coaches at the University of Northern Colorado, O'Grady has many stories. She told of a coach who never got required information to her on time. "I constantly had to dog him for the information," she reported, which was complicated by his office being in another building. She was saved by using e-mail. "He loves to read and use it," she said. "He's much better than on the phone. I can make a request and have it in writing, too!"

Although e-mail is quick, efficient and saves paper, not everyone loves it. "Others hate computers and e-mail. They hate the new technology, and it can be several weeks before they read their e-mail," O'Grady said. "With those coaches, I have to talk to them face-to-face."

But verbal communication doesn't work with every coach either. Tongue firmly in cheek, O'Grady said, "I know you'll find this shocking, but one coach doesn't have good listening skills." This coach has difficulty in focusing and assimilating information, "so I know I have to communicate in writing and through memos," she said.

"Communication with coaches is critical to the success of our athletic program and their sport," she continued. Her department has weekly staff meetings, lasting 30 or 45 minutes, which are very helpful for communication. Same time, same place each week. "I can give them information, and coaches report it really helps them understand what's happening in the department," she said.

The regular meeting also offers an opportunity for coaches to share their own information and offer feed-

back. "They have some input and a say in issues that affect them and their program. We ask, 'What do you think?'" O'Grady explained. "It's amazing what happens when you have good communication," she continued. "The coaches have excellent ideas and good input. They take some ownership of problems and are involved in the solutions."

Another advantage of meeting regularly is that "the rumor mill doesn't have quite as much time to rev up," O'Grady reported. In the absence of information, people make things up, which can be much worse than the reality of the situation. When problems arise, it's important to talk directly with the coach. Meet them on their own turf: in the gym, on the field or in their offices; otherwise, it's like being called to the principal's office.

O'Grady also suggested not limiting the conversation to athletics. "Find out what's going on in their lives," she advised. "It affects your athletic department."

Our job is to enjoy conflict. Embrace it. Conflict means there's passion. Encourage others to verbalize, rant and rave, so we can get open communication.

To thine own self be true

The message from Peg Bradley-Doppes, senior associate director of athletics at the University of Michigan, was taken from Hamlet. "To your own self be true" — is as accurate today as when Shakespeare penned Hamlet. If you take on another persona, you can't return to it later because it's false, Bradley-Doppes explained.

Coaches and colleagues must understand your core values. "It's important that you know how much I care before you can care how much I know," she believes.

To get the point across, she sends birthday cards to each coach and personally treats each to lunch or dinner, and hosts an informal open house at a restaurant twice a year. But she tries not to get involved in their personal lives, differentiating between understanding and interfering.

She also echoes the department's values; the back of her business card lists Michigan Athletics Core Values:

- ✔ Honesty and integrity
- ✔ Accountability and responsibility
- ✔ Respect and compassion
- ✔ A competitive spirit
- ✔ The "team" must come first

In the hiring process, Bradley-Doppes gives applicants honest information up front. She tells them three guidelines for knowing how to succeed with her:

1) We don't cheat.

2) We're here for students, and there are rules for each student relationship: Cherish them. Be honest with them. Don't sleep with them.

3) I hate surprises.

Bradley-Doppes demonstrates her concern for student-athletes personally. "I address the students before the start of the season, and thank them and visit them two to three times each year," she said. "I know what it's like to be a student-athlete."

Her clear expectations for coaches open the channels of communication with them. Bradley-Doppes reported she would rather get a call on Sunday night, alerting her to a problem she needs to know about on Monday morning, even if it's a coach announcing "I just got arrested for DWI." They understand her dislike of unpleasant surprises. "They keep me in the loop. I don't react. I don't want to be emotional," she explained. "But I'd sure prefer to hear about it from them than read it in the paper Monday morning."

Open communication doesn't make all problems and conflicts disappear, but they're easier to deal with when all the facts are on the table. "Our job is to enjoy conflict," Bradley-Doppes said. "Embrace it. Conflict means there's passion," she emphasized. "Encourage others to verbalize, rant and rave, so we can get open communication."

Facing up to conflicts is part of the territory of management. "I tired more people than anybody at the University of Michigan," Bradley-Doppes admitted.

When it comes to evaluations, she recommended asking coaches: "You tell me why you're here today. You tell me what you think we'll do." Bradley-Doppes also asks them: "What can I do to make you more successful?" ■

—DG

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Coach-Administrator Accountability Relationship

If...	Then...
If you provide me with your requests in writing, including justification/rational for the request in a timely fashion,	Then I will present this request on your behalf. If I support this request, I will fight for you. You will know where I stand.
If you are requesting any budgetary increase or capital improvement, a written proposal must be submitted in a timely fashion.	Then after you are given these increases, you will be held accountable for the control and direction of your program.
If you have a position on the Big Ten, NCAA proposals or legislation,	Then inform me in writing early enough so we can discuss your position in order for me to best represent you.
You have a staff/team personnel problem, you have two options: Handle it yourself within the parameters of the program or consult me and then take action,	Then copy your actions to me so that I can be kept abreast of the situation.
If team dissension or parental problems should arise and these individuals would like to meet with me concerning you,	Then you will be informed of this meeting and be invited to attend. I will conduct no closed door meetings concerning you or your programs.

—From Peg Bradley-Doppes, University of Michigan

These are a few of my favorite things...

This is the season to reflect on the past year and appreciate it. Often we dwell on what we think we want or need, or some distant goal, instead of appreciating what we have. To celebrate the 1998 holiday season, I want to share with you what I'm personally grateful for:

• **My hands remain attached** as tools of my trade. If that kid with the machete in Mexico two years ago had used it to lop off one of my hands, I'd have even more trouble at the computer keyboard and using my hockey stick.

• **Daughter Liz** is a great person, and she isn't pregnant, on illegal drugs or a Republican, to the best of my knowledge.

• **Our office** is four blocks from my house, an easy bike ride, and office policies permit jeans, Tootsie Rolls, beer and my little black dog Dickens.

• **A shiny red Mustang convertible** has replaced the 1988 Toyota station wagon (brown).

• **Remote controls.**

• **Alpha geeks.**

• **Good friends.**

• **The color teal.**

• **The entire *WIHE* staff that works together as a team**: editor, publisher, librarian, career services director, Web manager, operations chief, janitor, customer services director, mail room chief, CFO and receptionist, composed of two people.

• **Having come a long way** from the first few years, when we felt like frauds, asking after each issue, "Well, do you think fooled them again this time?"

• **Going to conferences** regularly in great cities around the country to gain fresh information. Next spring the editor hopes to present at a University of Warwick conference in England, and visit Liz as she spends a junior semester in London.

• **Sunshine.**

• **Hockey and tennis.**

• **Champagne and shrimp.**

• **Positive strokes** from readers and leaders, such as the personal notes from three women whose work *WIHE* recently featured: Pam Walker, Sid Bremer and Mary Jo Janicik. Notes on subscriber surveys and comments from women attending conferences continue to encourage us. It's vastly more rewarding than our former method of getting inspired for writing the next issue: gazing out the window and fantasizing that 2,000 readers were standing shoulder-to-shoulder in the middle of Monroe Street, waiting to read the next issue.

• **Great working space.** Our spacious second story office in a 1915 home features three bedrooms, four closets and a former bathroom. Visiting subscribers get a one-minute tour that includes the various horizontal surfaces designed for editing, mailing, serving customers, serving advertisers, publishing and sleeping.

• **Access to large bodies** of water nearby.

• **Chocolate.**

• **Flannel sheets.**

• **Boats.**

• **Fires.**

• **Sunsets.**

• **12,000 readers, 2,000 subscribers** and **539 advertisers** who seem to appreciate what we do, which justifies our flagrant hob-nobbing with known rabble-rousers like Cynthia Secor, Lynn Gangone, Janet Justus and others.

• **The creation of a wonderful new Women in Higher Education conference** in Charleston SC in January, sponsored by NAWE and *WIHE*, a great way to start the year!

I'm sure you could make a similar list. Do it before the holiday season catches you up in its madness, to remind yourself what it's really all about.

For the holiday season and 1999, the entire staff of *WIHE* wishes you joy, peace and love.

MaryAlice

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